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THE STUDENT'S LIFE.

BY W. L.

The world may scoff at college life,
May say 'tis aimless, useless, vain;
May better love earth's busy strife,
And treat the student with disdain.
May dig and delve, and toil and spin,
May store and guard, may hoard and save,
May thousands upon thousands win,
May every earthly honor have.
May live in splendor proud and grand,
Have every longing wish fulfilled;
May hosts of liveried slaves command,
Have troubling care forever stilled.
The student cares not for those joys,
He lives within another world;
Their folly ne'er his mind employs,
'Tis tinsel as compared with gold.
He lives above life's petty cares,
His fancy soars to heaven above;
Angelic music oft he hears,
And the law of his whole life is love.
He holds communion grand, sublime,
With nature and with nature's God;
He hears in every parting stream
The echo of His wondrous word.
He loves an hour of quiet thought,
When busy life in sleep is still;
When by each twinkling orb he's taught
The scope of the Almighty's will.
Self-culture is his goal, his prize,
His earnest wish, his fond desire;
And every word and deed implies
His love for the true, the chaste, the pure.
He lives a life of endless joy,
He finds a balm for every ill;
He is the gold without alloy,
And peace and rest his souls fill.
The student, then, is happier far
Than he who pines his life for gold;
He's light of heart, he's free from care,
He's shaped in man's most perfect mold.
Come, then, and join our happy class,
And strive for knowledge, wisdom, truth,
And stores of priceless gems amass,
And thy nobler, better self show forth.
We offer thee no starry crown,
No scepter bright, no purple robe,
But sweet content from heaven rained down—
What can we lack if this we have!

ANNUAL REPORT

OF THE UNITED STATES COMMISSIONER OF
EDUCATION, JOHN KATON, JR.,
TO THE SECRETARY OF
THE INTERIOR.

EDUCATION IN THE SOUTH.

This subject is treated by the Commissioner under the above head, and also in a chapter on Illiteracy. The Commissioner expresses himself in substance as follows:

The whole population being 33,586,980, and all the others only 4,968,904, of whom 4,880,000 are colored. There is probably no greater obstacle to universal education than this race-prejudice. It is not satisfied with ordinary manifestations, but records itself in the enactment of prohibitory laws. In its eagerness to wound others, the white race of our country has injured itself.

As safely may one race exclude another from the benefits of medicine or the application of sanitary laws. No city would think of tolerating the small-pox in any class of its citizens, even though that class were of another race; for it has been so terribly written that this physical scourge in its deadly unity overshadows all boundaries of race, that the dullest, most bigoted and stupid of communities realizes perfectly that its only hope of immunity depends on the protection of each individual, and every class composing it.

But what bodily disease has ever wrought the terrible evils to society that come from that ignorance whose children are destitution and crime? The despised, neglected, destitute and ignorant have, in past times, more than once destroyed governments, and may do so again. The children whom society, the church and the school fail to educate, learn in the streets, and from countless teachers of vice, aided by those grim masters, hunger and want, the malignants that render the property of our households, the virtue of our women, and the health and happiness of our people insecure.

In some instances, in the Southern States, all the intense bitterness of a fratricidal war is remembered. Yet again, men of eminence in the professions and in society accept with a philosophy, he wishes was universal, the new order of things. Rising above the social proscription around them and whatever of remorseless poverty any of them may endure, they appreciate the necessity and the benefits of universal education.

In conclusion, the Commissioner appeals for a "generous forgetfulness of sentiment between the sections; recommends national

aid to support and guide in a friendly way the systems of education, for, through such charity he sees the solution of the existing sectional difficulties; reiterates his recommendation in last year's report for the appropriation of the net proceeds of the sale of Government lands for educational purposes throughout the country. "What reasonable father or mother," asks the Commissioner, "could fail, however bitterly they may have previously felt, to begin to recognize this national and special endeavor to benefit them in their most vital interest?"

EDUCATION ON THE PACIFIC SLOPE.

California, with an area of 159,000 square miles and a population of 556,208, has accomplished much in the work of education, though much still remains to be done. The closing year has been specially marked by the erection of valuable school-houses in some of the leading points of the State. The school law of the State requires the levying of taxes and their appropriations for educational purposes; the election of officers, the performance by them of special duties. An appeal to the courts is all that is necessary to secure the enforcement of these requirements in any community, and the result is the maintenance of schools in sparsely populated communities and those more or less hostile to universal education. In the backward counties the schools are progressing, while in the centres of population they approach very nearly the standard of the best schools in the older States. A portion of the tax gathered in any district is set apart for library purposes, and has thus supplied the sources of intelligence in those communities where otherwise there would have been a dearth of reading for the young. This feature of the law has been a success.

The agriculture of the State, particularly in the southern portion, is dependent upon irrigation, the successful application of which requires broad and thorough scientific knowledge, and hence makes a special demand on that department of instruction in the State educational system. So far irrigation and husbandry have gone as it happened, resulting disastrously too frequently, and the State University can well demand of the people ample aid in making the necessary scientific observations from which to shape rules and guides upon which the fruit-grower, stock-raiser and farmer can act understandingly and successfully. Superior education would thus vindicate its demands upon public favor by a practical demonstration of its usefulness.

Education on the Pacific Coast has additional interest, in the fact that there our civilization stands face to face with the countries of the Orient. Chinese children in San Francisco are numbered by the hundred, but neither there nor elsewhere in the State are there any public provisions for their education. In this respect they are outcasts. The few exceptions to this exclusion from the aids to intelligence are almost entirely the result of Christian charity. But to some extent their children are taught by their own teachers according to the manner of their native land. Christian principles are in great confusion in regard to the question of the method of teaching these new-comers. The Commissioner utters an emphatic criticism upon that neglect of public education which allows the Chinaman to gather and breed, by their manner of living, every condition of individual and public disease, and says: "there seems to be no motive for this except the profit accruing to the owners of the property thus occupied." In the creation of these sources of vice and misery, are the evils of the presence of the Chinaman, and yet they are more likely to be insulted and injured in the pursuit of an honest livelihood than to be molested in their corrupt and disgusting practices.

EDUCATION OF THE INDIANS.

The Commissioner estimates the increase in the number of Indian schools for the year at almost one hundred and fifty, and the increase of attendance at several thousand. He says that it is the unanimous testimony of Indian teachers, officers, agents and others at work in their interests, for the past twenty years, that the Indians desire to be educated, and to be instructed in the various industries. They need teachers of not only upright character, but of the highest degree of qualification.

The mental peculiarities of the Indians, how the teacher is to accomplish his education and the obstacles in the way are discussed quite fully. Mentally in all that relates to the teaching of civilization, there

port reads, "the Indian is but a child and if taught at all, it must be by the same processes which are found successful with children." The methods of education must come to the Indian where he is, and be adapted to him as he is. He is thoroughly sensuous; abstraction is obnoxious to him. He is accustomed to roaming; confinement he dislikes. The teacher must, therefore, appeal to the mind through the senses. The Commissioner favors such aids as charts, maps and apparatus of a panoramic character. While the Commissioner approves of the policy of removing the children from parental influences during their education in such instances where the parents are utterly degraded and resist the influences of instruction, he opposes it as a rule, especially where the pupil by association with his or her parents can produce a corresponding influence on the part of the latter, as the child on closing its school attendance is less likely to retrograde. The Commissioner also favors the suggestion of establishing an institution for the secondary and higher instruction of the Indians in any chosen centre of their domains. Such an institution should not embrace instruction in letters alone, but in farming, stock-raising, forestry, house-building, tailoring, dress-making, etc.

The Commissioner alludes to the success which has attended the various efforts to locate the Indians on reservations and says: "The results, in spite of exceptional cases, are calculated to convince the most skeptical of the soundness of the policy of peace and honesty." Facts in the history of the Indians in western New York and among the Chippewas and Stockbridges, as well as the Cherokees, Choctaws, Creeks, Chickasaws, the Nez Percés, and the Indians at the Fort Simcoe reservation, abundantly warrant the belief that the Indian tribes can be so civilized and educated that they will yet come to live in their own well-kept homes, with their own children, caring for their own stock and their own well-tilled farms. The States in which there is a considerable population of Indians, as Oregon, California, Nevada, Minnesota and Wisconsin, could be instrumental in solving the difficult problems of elevating the Indians by including and enforcing the education of Indian children.

PROGRESS TOWARD UNIVERSAL EDUCATION IN AMERICA.

There are signs of progress toward universality of elementary education. Numerous expedients have been tried to accomplish this object. During the year, Michigan, Texas and New Hampshire, seeking to reach this result, have enacted laws enforcing the education, in some manner, of every child of sound mind and body. The same proposition has been earnestly discussed and came well nigh adoption in other States.

Another important measure adopted in many of the States is the enactment of laws concerning the employment of children under a specified age. Complaint is made of the inefficiency of the execution of this law in Massachusetts. Its working in Connecticut is considered more satisfactory. The law of the latter State declares, in section 1, that no child under the age of fourteen shall be employed to labor. * * * unless such child shall have attended some school at least three months each year, fixing the penalty for its violation at one hundred dollars. The State Board, immediately on the passage of the act, gave notice of their purpose to enforce its requirements, and many of the manufacturers have accordingly co-operated in enforcing the provisions of the act in behalf of minors, by causing notices to be put up to as to meet the eye of all concerned, declaring that no children under fourteen years of age will be employed in their factories unless they have attended school as required by law.

NORMAL SCHOOLS.

There are in the United States 51 normal schools, supported by 23 different States, having 251 teachers and 6,334 pupils; 4 supported by counties, with 83 pupils; 16 city normal schools, with 112 teachers and 2,002 pupils; all others, 43, supported in various ways, with 80 teachers and 2,503 pupils, making a total of 114 schools, with 445 teachers and 10,922 pupils.

COLLEGES.

Of 368 colleges, 28 are under the supervision of States, 1 of a city and 1 of the Masonic fraternity; supervisory power over 77 is undetermined. The remaining 261 are divided among the several religious denominations, of which the Roman Catholics have 54, the Baptists 33, the Metho-

dists Episcopal 35, the Presbyterian 25, the Congregational 19, Protestant Episcopal 16, and the Lutheran 16. As far as is known, there are in these institutions 2,962 instructors and 49,827 pupils. 158 colleges instruct males only; 99 admit both males and females; and of 111 the sex of the students is not specified, but is probably male.

EDUCATION AND CRIME.

A table of ratios shows there was, in 1870, one homicide to every 56,000 people in the Northern States, one to every 4,000 in the Pacific States and Territories, and one to every 10,000 in the Southern States.

In 1869 there were 17,000 persons reported in the prisons of the United States; but the statistics on this subject are very imperfectly kept—prisons and reformatories, in some parts of the country, keeping no record of the intelligence of the persons committed. In New England these statistics have, in some cases, received considerable attention, and the able writer who furnishes the accompanying paper, has drawn the following conclusions:

I. At least 80 per cent. of the crime of New England is committed by those who have no education, or none sufficient to serve them a valuable purpose in life. In 1868, 28 per cent. of all prisoners in the State were unable to read or write. From 3 to 7 per cent. of the population of all our crime, and less than one-fifth of one per cent. is committed by those who are educated.

II. As in New England, so throughout all the country, from 80 to 90 per cent. have never learned any trade or mastered any skilled labor; which leads to the conclusion that "education in labor bears the same ratio to freedom from crime as education in schools."

III. Not far from 75 per cent. of New England crime is committed by persons of foreign extraction. Therefore 20 per cent. of the population furnishes 75 per cent. of the criminals. It is noticeable, however, that "the immigrants coming hither with education, either in schools or labor, does not betake himself to crime."

IV. From 80 to 90 per cent. of our criminals connect their career of crime with intemperance.

V. In all juvenile reformatories 95 per cent. of the offenders come from idle, ignorant, vicious homes. Almost all children are truant from school at the time of their commitment; and almost all are children of ignorant parents. These children furnish the future inmates of our prisons; for "criminals are not made in some malignant hour; they grow." In the face of these facts, what can be said but this: "ignorance breeds crime; education is the remedy for the crime that imperils us."

An interesting review of the case of Ruloff, the scholar and murderer, prepared for the report by Dr. Taylor Lewis, is given under this head.

ILLITERACY.

The Commissioner has prepared from advance sheets of the census a variety of statistics of illiteracy.

A table giving the nativity of illiterates in the United States in 1870 shows that there is an aggregate of 777,864 foreign illiterates, of whom 685,985 are in the Northern States and Territories, and 92,883 in the Southern States; that there is an aggregate of 4,882,310 native illiterates, of which 790,118 are in the Northern States, 74,504 in the Pacific States and Territories, and 4,117,688 in the Southern States, making a grand total of 5,660,074 illiterates in the entire country.

A second table shows that of every 10,000 inhabitants in the whole Union there are 8,711 whites, 1,266 colored, 16 Chinese and 7 Indians; the colored race being in excess only in the States of Louisiana (2,145), South Carolina (126,147), and Mississippi (61,305).

A table showing the illiteracy of the white race and colored race gives a total of 2,879,543 of the former and 2,783,991 of the latter.

THE PRESS AS AN EDUCATOR.

The Press is a great and constant educator of the people, and, in the material development of education, has performed and will continue to perform an all-important part. Dependent for its influence and success upon the intelligence of the masses, its watchword has been "progress!" As institutions, education and the press march hand-in-hand, encouraging each other, born of like necessities, and are twin branches of that great parent-stock—the welfare of society. The immense increase of news-

papers and newspaper circulation attests the inexorable laws of demand and supply. Without general diffusion of education newspapers could not exist, and without newspapers the progress of education would be difficult, if not impracticable. The demand and necessity for education include within their import the supply of intelligence through the medium of the press. As one flourishes the other progresses, and each institution, *pari passu*, fulfills its grand purpose and accomplishes its great results.

The power of the press, like the power of education, exists everywhere in American civilization; it reaches the milliner, in every city, town, village and hamlet in the land; its freedom is guaranteed by the Constitution, and thus, being without let or hindrance, and unembarrassed by the caprice of rulers, becomes an inestimable blessing. Were the press shackled and restrained, ignorance and tyranny would predominate, and hence education would be limited and checked. Deprive the people of the press, and at once darkness would pall the land, and the necessity to desire, as well as the opportunity to acquire education, would inevitably pass away.

Through the medium of the press we are made acquainted with our liberties and our privileges, and hence we understand what is required of us in all the requisites of happy and prosperous government. By its assistance beneficial results are accomplished, almost instantaneously, which otherwise would utterly fail, or take years to culminate. It creates public opinion in its healthiest action, puts us in communication with other nations, promotes commerce, stimulates enterprise, and adds to the intellectual development of the whole people. Indeed, the ablest writers all agree in the assertion that the press is the "most remarkable phenomenon of modern times, vitally affecting society in all its relations, and forming one of the political elements of modern free nations which the ancients had not even in embryo."

Newspapers have undoubtedly changed all the relations of government by their enterprise and activity, and this has been accomplished by reason of their wide circulation, the rapid communication of intelligence on subjects of immediate interest, and the means afforded of acting on the public mind in its state of highest excitement. As political engines they are all powerful, and hence in countries where the liberty of the press has been abridged, or qualified, are capable of creating great mischief, as well as of performing great good. Recognizing the availability and advantages of the press, special interests have demanded the publication of newspapers devoted to those interests alone. In addition to papers devoted to the dissemination of news—newspapers strictly, and to those especially devoted to education, organs of professional educators—there are now print-d class-journals dedicated to every conceivable interest.

Most of the colleges and many of the State boards of education have their representative organs, besides several publications that treat educational matters in a general way. Of this class we have 84 in the United States, and six in the Dominion of Canada. They are mostly monthlies, with an occasional weekly, bi-weekly and quarterly.

A LECTURE.

BY JOHN BURNIN, OXFORD UNIVERSITY.

No nation can last, which has made a mob of itself, however generous at heart. It must discipline its passions, and direct them, or they will discipline it one day with scorpion whips. Above all a nation cannot last as a money-making mob; it cannot with impunity—it cannot with existence—go on despising literature, despising science, despising art, despising nature, despising compassion and concentrating its soul on peace. Do you think these are harsh or wild words? Have patience with me but a little longer. I will prove their truth to you, clause by clause. I say first we have despised literature.

What do we, as a nation, care about books? How much do you think we spend altogether on our libraries, public or private, as compared with what we spend on our horses? If a man spends lavishly on his library, you call him mad—a bibliomaniac. But you never call any one a horse-maniac, though men ruin themselves every day by their horses, and you do not hear of people ruining themselves by their books. Or, to go lower still, how much do you think the contents of the book-shelves of the United Kingdom, public and private,

would fetch, as compared with the contents of its wine-cellar? What position would its expenditure on literature take, as compared with its expenditure on luxurious eating? We talk of food for the mind, as of food for the body. Now, a good book contains such food inexhaustibly; it is a provision for life, and for the best part of us; yet how long most people would look at the best book before they would give the price of a large turbot for it! Though there have been men who have pinched their stomachs and bared their backs to buy a book, whose libraries were cheaper to them, I think, in the end, than most men's dinners are. We are few of us put to such trial, and more the pity; for, indeed, a precious thing is all the more precious to us if it has been won by work or economy; and if public libraries were half as costly as public dinners, or books cost a tenth part of what bracelets do, even foolish men and women might sometimes suspect there was good in reading as well as in munching and sparkling; whereas, the very cheapness of literature is making even wise people forget that if a book is worth reading it is worth buying. No book is worth anything which is not worth much. Nor is it serviceable until it has been read, and re-read, and loved and loved again, and marked, so that you can refer to the passages which you want in it, as a soldier can seize the weapon he needs in an armory, or a housewife bring the spice she needs from her store. Bread of flour is good, but there is bread, sweet as honey, if we would eat it, in a good book; and the family must be poor indeed which, once in their lives, cannot, for such multiplicable barley-leaves, pay their baker's bill. We call ourselves a rich nation, and we are filthy and foolish enough to thumb each other's books out of circulating libraries!

II. I say we have despised science. "What!" you exclaim, "are we not foremost in all discovery, and is not the whole world giddy by reason, or unreason, of our inventions?" Yes; but do you suppose that is national work? That work is all done in spite of the nation; by private people's zeal and money. We are glad enough, indeed, to make our profit of science; we snap up anything in the way of a scientific bone that has meat on it, eagerly enough; but if the scientific man comes for a bone or a crust to us, that is another story. What have we publicly done for science? We are obliged to know what o'clock it is, for the safety of our ships, and, therefore, we pay for an observatory, and we allow ourselves, in the person of our Parliament, to be annually tormented into doing something, in a slovenly way, for the British museum; sullenly apprehending that to be a place for keeping stuffed birds in, to amuse our children. If anybody will pay for his own telescope, and resolve another nebula, we cackle over the discernment as if it were our own; if one in ten thousand of our hunting squires suddenly perceive that the earth was indeed made to be something else than a portion for foxes, and burrows in it himself, and tells us where the gold is, and where the coals, we understand that there is some use in that; and very properly knight him; but is the accident of his having found out how to employ himself usefully any credit to us? (The negation of such discovery among his brother squires may perhaps be some discredit to us, if we would consider of it.) But if you doubt these generalities, here is one fact for us all to meditate upon, illustrative of our love of science. Two years ago there was a collection of the fossils of Solenhofen to be sold in Bavaria; the best in existence, containing many specimens unique for perfection, and one unique as an example of a species (a whole kingdom of unknown living creatures being announced by that fossil). This collection, of which the mere market worth, among private buyers, would probably have been some thousand or twelve hundred pounds, was offered to the English nation for seven hundred; but we would not give seven hundred, and the whole series would have been in the Munich museum at this moment. If Professor Owen had not, with loss of his own time and patient tormenting of the British public in person of its representatives, got leave to give four hundred pounds at once, and himself become answerable for the other three, which the said public will doubtless pay him eventually, but sulkily, and caring nothing about the matter all the while; only always ready to cackle if any credit comes of it. Consider, I beg of you, arithmetically, what this fact means. Your annual expenditure for public purposes (a third of it for military apparatus) is at least fifty millions. Now, £700 is to £50,000,000, roughly, as seven pence to £2,000. Suppose, then, a gentleman of unknown income, but whose wealth was to be conjectured from the fact that he spent two thousand a year on his park walls and footmen only, professes himself fond of science; and that one of his servants comes eagerly to tell him that an unique collection of fossils, giving a clue to a new era of creation, is to be had for the sum of seven pence sterling; and that the gentleman who is fond of science and spends two thousand a year on his park answers, after keeping his servant waiting several months: "Well, I'll give you four pence for them if you will be answerable for the extra three pence yourself, till next year."

III. I say you have despised art. "What!" you again answer; "have we not art exhibitions miles long, and do we not pay thousands of pounds for fine pictures?" And have we not art schools and institutions, more than ever a nation had before? Yes, truly, but all that is for the sake of the shop. You would fain sell canvas as well as coils, and crockery as

well as iron; you would take every other nation's bread out of its mouth if you could; not being able to do that, your ideal of life is to stand in the thoroughfares of the world, like Laigite apprentices, screaming to every passer-by, "What d'ye lack?" You know nothing of your own faculties or circumstances; you fancy that among your damp, flat, fat fields of clay you can have as quick art fancy as the Frenchman among his bronzed vines, or the Italian under his volcanic cliffs—that art may be learned as book-keeping is, and when learned, will give you more books to keep. You care for pictures absolutely no more than you do for the bills pasted on your dead walls. There is always room on the walls for the bills to be read—never for the pictures to be seen. You do not know what pictures you have (by repute) in the country, nor whether they are false or true, nor whether they are taken care of or not; in foreign countries, you calmly see the noblest existing pictures in the world rotting in abandoned wreck (and in Venice, with the Austrian guns deliberately pointed at the palaces containing them), and if you heard that all the Titians in Europe were made sand-bags to-morrow on the Austrian forts, it would not trouble you so much as the chance of a brace or two of game less in your own bag in a day's shooting. That is your national love of art.

IV. You have despised nature; that is to say, all the deep and sacred sensations of natural scenery. The French revolutionists made stables of the cathedrals of France; you have made race-courses of the cathedrals of the earth. Your one conception of pleasure is to drive in railroad carriages round their aisles, and eat off their altars. You have put a railroad bridge over the fall of Schaffhausen. You have tunneled the cliffs of Lucerne by Tell's Chapel; you have destroyed the Clarens shore of the Lake of Geneva; there is not a quiet valley in England that you have not filled with bellowing fire; there is no particle left of English land into which you have not trampled coal ashes into—nor any foreign city in which the spread of your presence is not marked among its fair old streets and happy gardens by a consuming white leprosy of new hotels and perfumers' shops: the Alps themselves, which your own poets used to love so reverently, you look upon as soaped poles in a bear-garden, which you set yourselves to climb, and slide down again, with shrieks of delight. When you are past shrieking, hearing no human articulate voice to say you are glad with you fill the quietude of your valleys with gunpowder blasts, and rush home, red with cutaneous eruption of conceit, and voluble with convulsive hicough of self-satisfaction. I think nearly the two sorrowfullest spectacles I have ever seen in humanity, taking the deep inner significance of them, are the English mobs in the valley of Chamouni, amusing themselves with firing rusty howitzers; and the Swiss vintagers of Zurich expressing their Christian thanks for the gift of the vine, by assembling in knots in the "towers of the vineyards," and slowly loading and firing horse-pistols from morning till evening. It is pitiful to have dim conceptions of duty; more pitiful, it seems to me, to have conceptions like these, of mirth.

Lastly, You despise compassion. There is no need of words of mine for proof of this. I will merely print one of the newspaper paragraphs which I am in the habit of cutting out and throwing into my store-drawer. Here is one from a *Daily Telegraph* of an early date this year, relating one of such facts as happen now daily, which by chance has taken a form in which it came before the coroner. I will print the paragraph in red. Be sure the facts themselves are written in that color, in a book which we shall all of us, literate or illiterate, have to read our page of some day:

"An inquiry was held on Friday, by Mr. Richards, Deputy Coroner, at the White Horse Tavern, Christ Church, Spitalfields, respecting the death of Michael Collins, aged 38 years. Mary Collins, a miserable-looking woman, said that she lived with the deceased and his son in a room at 3 Cobb's Court, Christ Church. The deceased was a 'translator' of boots. Witness went out and bought old boots; deceased and his son made them into good ones, and then witness sold them for what she could get at the shops, which was very little indeed. Deceased and his son used to work night and day to try and get a little bread and tea, and pay for the room (2s. a week), so as to keep the home together. On Friday night week, deceased got up from his bench and began to shiver. He threw down the boots, saying, 'Somebody else must finish them when I am gone, for I can do no more.' There was no fire, and he said, 'I would be better if I was warm.' Witness, therefore, took two pairs of translated boots to sell at the shop, but she could only get 14d. for the two pairs, for the people at the shop said, 'We must have our profit.' Witness got 14 lbs. of coal, and a little tea and bread. Her son sat up the whole night to make the translations, to get money, but deceased died on Saturday morning. The family never had enough to eat. Coroner: 'It seems to me deplorable that you did not go into the work-house.' Witness: 'We wanted the comforts of our little home.' A juror asked what the comforts were, for he only saw a little straw in the corner of the room, the windows of which were broken. The witness began to cry, and said that they had a quilt and other little things. Two deceased said he never would go into the work-house. I summer, when the season was good, they sometimes made as much as 10s. profit in the week. They then al-

ways saved toward the next week, which was generally a bad one. In winter they made not half so much; for three years they had been getting from bad to worse. Cornelius Collins said that he had assisted his father since 1847. They used to work so far into the night that both nearly lost their eyesight. Witness now had a film over his eyes. Five years ago deceased applied to the parish for aid. The relieving officer gave him a 4lb. loaf, and told him if he came again he should 'get the stones.' That disgusted deceased, and he would have nothing to do with them since. They got worse and worse, until last Friday week, when they had not even a halfpenny to buy a candle. Deceased then lay down on the straw, and said he could not live till morning. A juror: 'You are dying of starvation yourself, and you ought to go into the house until the summer.' Witness: 'If we went in we should die. When we come out in the summer we should be like people dropped from the sky. No one would know us, and we would not have even a room. I could work now if I had food, for my sight would get better.' Dr. G. P. Walker said deceased died from syncope, from exhaustion from want of food. The deceased had no bedclothes. For four months he had had nothing but bread to eat. There was not a particle of fat in the body. There was no disease, but if there had been medical attendance, he might have survived the syncope or fainting. The coroner having remarked upon the painful nature of the case, the jury returned the following verdict: 'That the deceased died from exhaustion from want of food and the common necessities of life; also through want of medical aid.'

"Why would witness not go into the workhouse?" you ask. Well, the poor seem to have a prejudice against the workhouse which the rich have not; for, of course, every one who takes a pension from the government goes into the workhouse on a grand scale; only the workhouses for the rich do not involve the idea of work, and should be called play-houses. But the poor like to die independently, it appears; perhaps if we made the play-houses for them pretty and pleasant enough, or gave them their pensions at home, and allowed them a little introductory peculation with the public money, their minds might be reconciled to it. Meantime, here are the facts: we make our relief either so insulting to them, or so painful, that they rather die than take it at our hands; or for third alternative, we leave them so untaught and foolish that they starve like brute creatures, wild and dumb, not knowing what to do, or what to ask. I say, you despise compassion; if you did not, such a newspaper paragraph would be as impossible in a Christian country as a deliberate assassination permitted in its public streets. "Christian," did I say? alas, if we were but wholesomely un-Christian, it would be impossible: it is our imaginary Christianity that helps us to commit these crimes, for we revel and luxuriate in our faith, for the low sensation of it; dressing it up like everything else, in fiction. The dramatic Christianity of the organ and aisle, of dawn-service and twilight-revival—this gas-lighted and gas-inspired Christianity, we are triumphant in, and draw back the hem of our robes from the touch of the heretics who dispute it. But to do a piece of common Christian righteousness in a plain English word or deed; to make Christian law any rule of life, and found one national act or hope thereon—we know too well what our faith comes to for that! You might sooner get lightning out of intense smoke than true action or passion out of your modern English religion. You had better get rid of the smoke, and the organ pipes, both; leave them and the gothic windows and the painted glass to the property man; give up your carburetted hydrogen ghost in one healthy expiration, and look after Lazarus at the door-step. For there is a true church wherever one hand meets another helpfully, and that is the only holy or mother church which ever was or ever shall be.

THE USE AND ABUSE OF THE ENGLISH LANGUAGE.

The carelessness of the American people in speaking their own tongue is proverbial among other nations. Those of our countrymen who speak it with the greatest propriety, are said to excel the best educated Englishmen; but alas! their numbers are few. Our Senators make nothing of murdering their mother tongue at every recurring session, and our legislative assemblies give rise to solecisms which would disgrace a boy in the third form of a public school. It is regarded as a pity that so few of our public men speak foreign languages. It is a greater pity that so few of them are acquainted with the rules which govern their own. A habit of random talking, of talking for effect or for amusement almost invariably involves a habit of inaccuracy.

Another widely extended idiosyncrasy of America, that of larding conversation with slang phrases, tends immediately to a violation of the laws of grammar, as well as to the laws of etiquette and good breeding. It needs not a sharp critic to epitomize the very common errors in our everyday conversation. Time would fail me to speak of such as: "He done it." "I hadn't got none." "She was drowneded." "You had ought." "It is me." "There ain't one left." "Give me my book." "She is laying down." "I can't never." "I seen it." "I have saw." "He give it me." "Father, he" and "Mother, she." Their name is legion, and to attempt to elaborate all would be an Herculean task, exhaustive

alike of your endurance and my own strength. "You and me will go," says one, utterly oblivious of the fact that *me* is never a subject, while the companion responds, "Yes, nobody shall go but you and I." "I might have known it would have happened," is an expression in general use which sets at defiance both the rules of grammar and the euphony of the language. A common error is the interchange of the pronoun them for the adjective those, as "Hand me them books," and also of the past participle for the past tense. The good old Saxon words "fix" and "got" are of much value in their right place, but are inelegant as commonly used. "I have got it" is no more expressive and not as euphonic as "I have it." *Shall* and *will* are so often confounded by our best speakers, that one is constantly reminded of the drowning Frenchman when he cried out, "I will drown, nobody shall help me." In some parts of our country we frequently hear, "I suspicioned him," for "I suspected him." Puritan usage drops the *g* from the end of such words as singing, but *have sent* is a solecism in which no thoroughbred Yankee ever indulges. *Pillions* and *pill* are often confounded, so that we sometimes hear of the *pillions* on which we sleep, and of the *pillions* of the edifice. *They was* and *we was* are in very general use, but never excusable. *Warn't* for *was not* is not an allowable abbreviation. *Ain't* for *are not* is somewhat excusable, but not allowable. *Aren't* has been introduced into good society as its equivalent, and is truly preferable except when misapplied, as I once heard it in the sentence, "She aren't going to do it," by a young lady more familiar with the requirements of fashion than with those of Lindley Murray. *Won't* for *will not* has taken such deep root in our language that it can only be eradicated by years of patient toil on the part of our teachers. The word *female* has been applied to individuals so long that we forget that although all women are females, yet that all females are not women. Hence when we read of female colleges and seminaries, we are apt to wonder whether they are for female bipeds or female quadrupeds. Mrs. Partington may no longer be considered as an individual, but as the type of a class of people who delight in the use of so-called big words. In fact, as the old lady herself once said, "There have been so many intimations of her that it is very difficult for her to indemnify herself." A few Partingtonisms that have come under my own observation may not be out of place. A young lady being asked what she was reading, replied, "One of Mr. Waverley's novels;" another remarked that "a certain young gentleman was perfectly enamored with her," and still another said that she "Had two new dresses, an organic muslin and a grenadier." A minister on trial before an ecclesiastical court spoke of "The acquisitions that had been brought against him," and a good old deacon used to pray that "The gospel might be sent to the heathen upon the uninhabited islands of the Pacific Ocean." A New Yorker boasting of the style in which he lived, said "That his house had a *piarero* on each side of it; that his folks drank out of *godders* every day, and used *bodkins* to wipe their hands on."

A young lady inquiring for hose in a Southern country store, was much chagrined when the verdant clerk asked if she wished *seedling hose* or *grubbing hose*. The wife of a well-known D. D., having taken a long journey for her health, was asked if she went directly through or by easy stages. Oh! was the response, "I did not travel at all by stage; I rode on the cars the way." She afterward informed a friend that her niece was studying "Mental Philosophy on the Mind." Many a hypocondriac staggers your faith in his honesty when she utters a Partingtonism in assuring you that she "enjoys poor health." Artemus Ward, Josh Billings, and their numerous imitators, while contributing to our amusement, have lowered the standard of good English, to how great an extent future generations alone can tell. The negro element of the South has been supposed to suffer great wrongs at the hands of the whites, but a more lasting injury has been done the whites in the corruption of the language. "He done gone," "I is," "she say," "pears like as though," "dis yere thing," "do like I do," are common expressions among Southern children of all classes. When corrected by their teacher, they often respond, "My father and mother talks like I do, and I don't want to talk no better than they does."

The vowel sounds of our language seem to be undergoing a change, so that we now have rather for *rather*, *profere* for *profile*, *alpine* for *alpine*, etc. It may be smoother to speak of the *serpentine* course of a river, but what North Carolinian would recognize *turpentine* as one of the staple productions of his State? The use of provincialisms has been mostly accredited to New England, but a close observer of language finds that they are not indigenous to the Eastern States, but that they grow in every soil and flourish at every point of the compass. The Yankee bids his horse to "go lang," the Pennsylvanian tells him to "go up," while the Hoosier orders him to "git." The Yankee guesses he will raise a lot of corn, the Hoosier hopes to make a *heap*, the Southerner reckons on a *mighty fine crop*, and the Southerner calculates on a *right smart chance*. If the students in our academies and colleges would pay less attention to the dead languages and more to English, the living language of the world, we might soon become a nation of good talkers, and no longer be accused of murdering our mother tongue.

Fellow-teachers, let us remember that it

is as essential to speak English correctly as it is to read and write it correctly; and let us endeavor, both in theory and practice, to teach those who may come under our instruction the proper use of language.

Let us bear in mind that as we have the greatest country of the earth, so have we the greatest language—great in copiousness, great in simplicity and great in strength. Already more widely spread abroad than any other tongue, it is destined, without doubt, to become the language of the world.—*Rhode Island School-master.*

SCHOOL AND RECESS.

Although the country boy feels a little joy when school breaks up (as he does when anything breaks up, or any change takes place), since he is released from the discipline and restraint of it, yet the school is his opening into the world, his romance. Its opportunities for enjoyment are numberless. He does not exactly know what he is set at books for; he takes spelling rather as an exercise for his lungs, standing up and shouting out the words with entire recklessness of consequences; he grapples doggedly with "rhetoric and geography as something that must be cleared out of his way before recess, but not at all with the zest he would dig a woodchuck out of his hole. But recess! Was ever an enjoyment so keen as that with which a boy rushes out of the school-house door for the ten minutes of recess? He is like a deer to burst with animal spirits; he runs like a deer; he can nearly fly, and he throws himself into play with entire self-forgetfulness and an energy that would overturn the world if his strength were proportioned to it. For ten minutes the world is absolutely his; the weights are taken off, restraints are loosed, and he is his own master for that brief time—as he never again will be if he lives to be as old as the King of Thule, and nobody knows how old he was. And there is the noon, a solid hour, in which vast projects can be carried out which have been slyly matured during the school hours; expeditions are undertaken, wars are begun between the Indians on one side and the settlers on the other, the military company is drilled (without uniforms or arms), or games are carried on which involve miles of running and an expenditure of wind sufficient to spell the spelling-book through at the highest pitch.

Friendships are formed, too, which are fervent if not enduring, and enemies contracted which are frequently "taken out" on the spot, after a rough fashion boys have of settling as they go along; cases of long credit, either in words or trade, are not frequent with boys; bets on jack-knives must be paid on the nail; and it is considered much more honorable to out with a personal grievance at once, even if the explanation is made with the fists, than to pretend fair, and then take a sneaking revenge on some concealed opportunity. The country boy at the district school is introduced into a wider world than he knew at home in many ways. Some big boy brings to school a copy of the Arabian Nights, a dog-eared copy, with cover, title-page and the last leaves missing, which is passed around, and slyly read under the desk, and perhaps comes to the little boy whose parents disapprove of novel-reading, and have no work of fiction in the house except the latest comic almanac. The boy's eyes dilate as he steals some of the treasures out of the wondrous pages, and he longs to lose himself in the land of enchantment open before him. He tells at home that he has seen the most wonderful book that ever was, and a big boy has promised to lend it to him. "Is it a true book, John?" asks the grandmother. "Because if it isn't true, it is the worst thing that a boy can read." (This happened years ago.) John cannot answer as to the truth of the book, and so does not bring it home; but he borrows it, nevertheless, and conceals it in the barn, and lying in the hay-mow is lost in its enchantment many an odd hour when he is supposed to be doing chores. There were no chores in the Arabian Nights; the boy there had but to rub the ring and summon a genius, who would feed the calves and pick up chips and bring in wood in a minute. It was through this embossed portal that the boy walked into the world of books, which he soon found was larger than his own, and filled with people he longed to know.

ADMONITION SHOULD BE GENTLE.—We must consult the gentlest manner and softest seasons of address; our advice must not fall like a violent storm, bearing down and making those droop whom it is meant to cherish and refresh. It must descend, as the dew upon the tender herb, or like melting flakes of snow—the softer it falls the longer it dwells upon, and the deeper it sinks into the mind. If there are few who have the humility to receive advice as they ought, it is often because there are few who have the discretion to convey it in a proper vehicle, and to qualify the harshness and bitterness of reproof, against which corrupt nature is apt to revolt, by an artful mixture of sweet tending and agreeable ingredients. To probe the wound to the bottom, with all the boldness and resolution of a good spiritual surgeon, and yet with all the delicacy and tenderness of a friend, requires a very dextrous and masterly hand. An affable deportment and complacency of behavior will disarm the most obstinate; whereas, if, instead of calmly pointing out their mistakes, we break out into unseemly displays of passion, we cease to have any influence.

Happiness is internal, not external. Suspicion is the virtue of a coward.

Scientific Notes.

ANCIENT METALS.—We have no positive evidence that the ancients were acquainted with more than seven of the metals. Their list embraced copper, iron, gold, silver, lead, quicksilver and tin. How insignificant this appears in contrast with the noble list of more than fifty metals known to us! Copper and its alloys were their favorite metals. They certainly knew as much regarding bronze, its composition and working, as we do.

The enormous statue of the sun, known by the name of the Colossus of Rhodes, was composed entirely of this compound metal. It was indeed a huge structure, one hundred and five feet high, with legs spread, so that ships could pass between. There is no evidence that the legs extended across the harbor of Rhodes, although that is the popular idea. Chares, a celebrated artificer, spent twelve years in constructing it, and Pliney says that there were few that could grasp its thumb. A spiral staircase led to its summit, from whence might be described Syria, and the ships proceeding to Egypt, in a great mirror suspended to the neck of the statue. It was overthrown by an earthquake, B. C. 224, and the fragments lay on the ground for nine hundred and twenty-three years, when they were sold by the Saracens to a Jew, who loaded nine hundred camels with the brass, A. D. 672. This was one of the wonders of the world; and vast as would be the undertaking, it is certain that modern skill would construct a like image in one-fourth the time it took to construct this, if the large sum of money requisite could be supplied.

The statue of St. Charles Borromeo, at Arona, Italy, is sixty-six feet high, composed of brass. This is the largest statue existing in the world. We have found that the nose of this statue afforded a very spacious and comfortable seat for a tedious climb to that high elevation. Immense quantities of copper and tin must have been mined by the ancients, as we are informed by Pliney that Rhodes alone was adorned by no less than one thousand colossal statues of the sun in bronze, and Rome and all the large cities of the empire were filled with them. How can we account for the almost complete disappearance of these many thousands of tons of bronze?

NOTHING REMAINS AT REST.—It is a fallacy to suppose that there is any such thing as rest to matter. There is not a particle in the universe which is not on the move, nor a drop of fluid on the globe that is perfectly quiescent, nor a fibre in the vegetable kingdom in a state of inactivity. In animal bodies, from monads to the complicated organism of man, every part and parcel, even in the solids, are incessantly moving among themselves, and their component elements never cease to act in accordance with that universal law till death stops the machinery. Even then a new series of movements commences at that culminating point. Chemical dissolution of organic structures is but a liberation of molecules, the aggregation of which was necessary for a corporeal beginning and subsequent growth; and they then disperse to enter into new relations and new forms, and thus one never-ending circle of activity characterizes the material universe.

Death is a dissolution of the union that existed for a limited period of what is called life with organized matter. How that union commenced is as much of a divine mystery as their separation. They are distinct in nature and character, although one cannot manifest itself without the brain and nerves of the other. Astronomy reveals the astounding intelligence that there are no fixed or stationary bodies in the unsurveyed regions of celestial space. Even the fixed stars, as they were once considered permanent landmarks in the heavens, are coursing with undefined rapidity in the train of countless globes of shining glory, on a circuit too distant to be followed even by human imagination in the boundless realms only known to that God who controls the mighty whole.

Everything, therefore, is moving. When motion ceases there will be a wreck of world, and a crash of an entire universe. Life is motion; inertia, to our finite minds, is death. Nature, however, neither moves nor rests, and consequently she never ceases to operate with unerring certainty through the endless cycles of eternity.

LIGHTING THE FIRE IN A STOVE.—Many persons have often noticed the extreme difficulty encountered in lighting the fire in a stove, especially in a still, damp morning. The stove at first won't draw, even vigorous "blowing" will not suffice; and then when it does start, it is with a sort of an explosion or outward rush of air, which fills the room with smoke and gas, oftentimes puffing the unpleasant fumes into the face of the operator.

This trouble is caused by the difficulty encountered in overcoming the inertia of the long column of air in the pipe or chimney, by the small column of air that can be forced up through the interstices of the wood and coal, at the bottom of which the fire is kindled. All this may be remedied by simply putting a few shavings or bits of dry paper on the top of the wood or coal, and first lighting that; it immediately bursts into a blaze, because the air has perfectly free access to it from all sides, the heated air forces its way into the chimney, and establishes there an upward current. The match can then be applied to the kindling under the fuel, which will readily light, and, if dry, burst into a brisk blaze.

BEAUTIFUL CHEMICAL EXPERIMENT.—Take two or three leaves of red cabbage, cut into small bits, put them in a basin and pour a pint of boiling water on them; let it stand an hour, then pour off the liquor into a decanter. It will be of a fine blue color. Then take three wine-glasses; into one put six drops of a solution of soda, into a second the same quantity of alum, and let the third glass remain empty. The glasses may be prepared before and the few drops of the colorless liquid which have been put in them will not be noticed. Fill up the glasses from the decanter, and the liquid poured into the glass containing the acid will quickly become a beautiful red, that in the glass containing the soda will be a fine green, that poured into the empty one will remain unchanged. By adding a little vinegar to the green it will change to red.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of January the Roll stands as follows:

GRAMMAR SCHOOL No. 2.

MALE DEPARTMENT.
Class 1. Eugene Sheridan, 206 Madison st.
2. Samuel Gardner, 274 Madison st.
3. Julius Levy, 151 East Broadway
4. Dennis O'Brien, 56 Rutgers st.
5. Martin Cassidy, 414 Hamilton st.
6. Frank Bonnelly, 29 Jefferson st.
7. Max Brown, 215 East Broadway
8. William Smith, 5 Hamilton st.

GRAMMAR SCHOOL No. 3.

MALE DEPARTMENT.
Class A. Katie McManus, 140 Hoffman st.
B. Katie Fitzsimmons, 63 Mary Fyke
C. Lizzie Glueck

GRAMMAR SCHOOL No. 7.

MALE DEPARTMENT.
Class 1. Ida Brattman, 252 Clinton st.
2. Julia Lucke, 254 Broome st.
3. Theresa McCarty, 79 Division st.
4. Elias Heinicke, 83 Chrystie st.
5. Emma Levy, 104 E. Broadway
6. Emma Hatterman, 128 Broome st.
7. Wilhelm Lutz, 32 Bowery
8. Rachel Levy, 7 Suffolk st.
9. Josephine Stader, 92 Chrystie st.
10. Hena Barndorfer, 104 E. Broadway
11. Adelle Alexander, 39 Orchard st.
12. Lillian Cohen, 3 Bleecker st.
13. Henrietta Goldstein, 61 E. Broadway
14. Minnie Cohen, 15 Rutgers pl.
15. Francis Fugg, 108 Chrystie st.
16. Rosa Isaac, 25 Forsyth st.
17. Josephine Kargen, 45 Forsyth st.
18. Lillian Solker, 4 Chrystie st.
19. Caroline Weigle, 9 Chrystie st.
20. Martha Simonson, 41 Norfolk st.
21. Sophia Cohen, 25 Division st.
22. Rosa Cooper, 5 Eldridge st.
23. Emma Moser, 30 Forsyth st.
24. Emma Schmitt, 30 Chrystie st.

MALE DEPARTMENT.
Class 1. Albert Henschel, 70 Eldridge st.
2. Esther Goldwater, 31 Division st.
3. John Knoblauch, 14 Division st.
4. Lillian Cohen, 3 Chrystie st.
5. Henry Koehler, 80 Elizabeth st.
6. Amelia Miller, 74 Eldridge st.
7. Charles Lutz, 32 Bowery
8. Dora Goldschmidt, 128 Hester st.
9. Henry Young, 143 Hester st.
10. Annie Newcomb, 29 Allen st.
11. Tommy Welch, 54 Ludlow st.
12. Isabella Corbet, 34 Attorney st.

GRAMMAR SCHOOL No. 9.

MALE DEPARTMENT.
Class 1. Martha Maynes, 10th ave. bet. 60th and 61st st.
2. Annie Kennedy, 11th ave. bet. 50th and 51st st.
3. Mary Maynes, 10th ave. bet. 60th and 61st st.
4. Sophie Diersen, 10th ave. bet. 60th and 61st st.
5. Louisa Fleming, Boulevard bet. 67th and 68th st.
6. Lizzie Kennedy, 11th ave. bet. 50th and 51st st.
7. Emma Martin, 9th st. bet. 11th and 12th st.
8. Kate Bird, Boulevard bet. 61st and 62nd st.
9. Annie Weston, 8th st. bet. 11th and 12th st.
10. Pauline Fleming, Boulevard bet. 67th and 68th st.
11. Alice Thatchler, 11th ave. bet. 50th and 51st st.
12. Maggie Flynn, 8th st. bet. 11th and 12th st.
13. Annie Hone, 13d st. bet. 6th and 7th st.
14. Lizzie Grayson, 53d st. bet. 10th and 11th st.
15. Barbara Beazley, 67th st. bet. 5th and 6th st.
16. Rose Boyer, 69th st. bet. 5th and 6th st.
17. Lauretta Barrows, 63d st. bet. 5th and 6th st.
18. Lily Kelly, 7th st. bet. 5th and 6th st.

GRAMMAR SCHOOL No. 11.

MALE DEPARTMENT.
Class 1. Duncan Urquhart, 233 10th ave.
2. Henry Evans, 416 w. 14th st.
3. Frederic Keller, 260 w. 27th st.
4. Emily McDermott, 62 w. 24th st.
5. Wm. Cammer, 234 w. 18th st.
6. Ellis Acker, 427 w. 17th st.
7. Edward Hunter, 24 w. 18th st.
8. John Malone, 248 w. 17th st.
9. Alex. McIlvane, 29th st. bet. 9th and 10th ave.
10. Mark Travis, 327 w. 26th st.
11. Wm. Anderson, 426 w. 18th st.
12. Patrick Connor, 306 w. 18th st.

GRAMMAR SCHOOL No. 12.

MALE DEPARTMENT.
Class 1. Emily Hein, 100 Essex st.
2. Charles Hemma, 194 Chrystie st.
3. Frank Smith, 95 Rutgers st.
4. Willie Brerack, 140 E. Houston st.
5. Anne Howe, 41 Essex st.
6. August Burrows, 62 Rutgers st.
7. Amelia Whitman, 121 E. Houston st.
8. Annie Harris, 62 Ludlow st.
9. Ernest Stevens, 114 Eldridge st.
10. Henry Schenck, 35 Rutgers st.
11. Harry Mallings, 357 Bowery
12. Louisa Smith, 17 1st av.
13. William Hunter, 118 Allen st.
14. Lizzie Knobel, 149 Eldridge st.
15. Emma Wolfman, 108 Allen st.
16. William Smith, 121 E. Houston st.
17. Hattie Arons, 177 Bowery
18. Mark Campbell, 25 Rutgers st.
19. Annie Schmitt, 23 Rutgers st.
20. James Correll, 101 Rutgers st.
21. Adam Wendell, 141 Forsyth st.
22. Louis From, 23 Rutgers st.
23. Rosa Gindell, 25 Rutgers st.
24. Jennie Miller, 218 Broome st.

GRAMMAR SCHOOL No. 13.

MALE DEPARTMENT.
Class 1. Mary Egan, 140 E. 12th st.
2. Jennie Marks, 307 E. 12th st.
3. Patrick O'Keefe, 10 E. 12th st.

Class 3. Kate Shipton
2. John Lane
3. Fannie Wolf
4. Peter Boyl
5. Margaret Hagan
6. Willie Gordon

GRAMMAR SCHOOL No. 16.

MALE DEPARTMENT.
Class A. Henry Manges, 227 w. 21st st.
B. Daniel W. Norman, 50 w. 50th st.
C. Charles Berle, 694 4th av.
D. Daniel Bryan, 277 w. 12th st.
E. James Dunlap, 226 w. 23d st.
F. Daniel Bryan, 277 w. 12th st.
G. Arthur Bodman, 408 6th av.
H. Frederick Schneider
I. Frederick Schneider, 244 w. 25th st.
J. Abraham Wilson, 102 w. 25th st.
K. John Wilson, 200 7th av.
L. John Taylor, 155 w. 20th st.
M. William White, 224 7th av.

GRAMMAR SCHOOL No. 21.

MALE DEPARTMENT.
Class A. Charlotte Stern
B. A. Brockman
C. A. Coleman
D. A. Coleman
E. A. Coleman
F. A. Coleman
G. A. Coleman
H. A. Coleman
I. A. Coleman
J. A. Coleman
K. A. Coleman
L. A. Coleman
M. A. Coleman
N. A. Coleman
O. A. Coleman
P. A. Coleman
Q. A. Coleman
R. A. Coleman
S. A. Coleman
T. A. Coleman
U. A. Coleman
V. A. Coleman
W. A. Coleman
X. A. Coleman
Y. A. Coleman
Z. A. Coleman

GRAMMAR SCHOOL No. 27.

MALE DEPARTMENT.
Class 1. Michael Longman, 13 Albany st.
2. Mary E. Sweeney, 14 Greenwich st.
3. Thos. Ryan, 123 Washington st.
4. Anna Douglas, 22 Greenwich st.
5. Edward Dalton, 8 Pine st.
6. Mary E. Dalton, 8 Pine st.
7. Maria Mahoney, 38 Washington st.
8. Bridget Casey, 9 Hester st.
9. John Struck, 14 Hester st.
10. Emma Horstman, 159 Washington st.
11. Francis Simons, 26 Hester st.
12. Nellie Fitzgerald, 56 Greenwich st.

GRAMMAR SCHOOL No. 32.

MALE DEPARTMENT.
Class A. Frank P. Gilbert
B. Frederick M. Hodge
C. Michael Dempsey
D. Alexander Quinn
E. William Jones
F. Philip Dix

GRAMMAR SCHOOL No. 33.

MALE DEPARTMENT.
Class A. Eason Anna, 406 w. 34th st.
B. Lillian Hamilton, 321 9th ave.
C. Louise Bragg, 248 9th ave.
D. Lillian Flynn, 420 7th ave.
E. Harriet Sanders, 412 w. 27th st.
F. Ella Lawrence, 462 w. 27th st.
G. Mary Quinn, 181 9th ave.
H. Amelia Komet, 175 w. 53d st.
I. Carrie Fisher, 222 5th ave.
J. Annie Bailey, 420 w. 21st st.
K. Mary Jordan, 511 w. 25th st.
L. Theresa Aufmanger, 220 w. 31st st.
M. Emma Hatterman, 128 Broome st.
N. Caroline Fry, 348 9th ave.

GRAMMAR SCHOOL No. 35.

MALE DEPARTMENT.
Class 1. Mary McCabe, 507 w. 29th st.
2. Jane Smith, 447 w. 29th st.
3. Isabella J. Herriot, 327 10th st.
4. Henrietta Canfield, 457 w. 24th st.
5. Addie L. Allen, 120 w. 25th st.
6. Annie Constable, 205 w. 26th st.
7. Kate L. Cann, 41 w. 27th st.
8. Maria L. Hinde, 280 27th st.
9. Sarah Wade, 418 w. 25th st.
10. Katie Flanagan, 412 w. 24th st.
11. Maggie Gorman, 442 w. 26th st.
12. Sarah A. Gage, 444 w. 26th st.
13. Sarah McCabe, 422 w. 26th st.
14. Annie Hadden, 327 w. 26th st.
15. Mary J. Gage, 444 w. 26th st.
16. Annie Joyce, 436 w. 26th st.
17. Alexander M. Gage, 444 w. 26th st.
18. Isabella Moffitt, 440 w. 26th st.
19. Lillian McClure, 409 w. 26th st.
20. Martha Thompson, 440 w. 26th st.
21. Mary Young, 432 w. 26th st.
22. Annie Smith, 436 w. 26th st.
23. Annie Hadden, 327 w. 26th st.
24. Carrie Heiman, 529 w. 26th st.
25. Mary Lissenden, 513 w. 26th st.
26. Mary Smith, 451 w. 26th st.

GRAMMAR SCHOOL No. 36.

MALE DEPARTMENT.
Class 1. Nicholas McQuillan, 525 w. 26th st.
2. George Ochs, 209 10th ave.
3. Hunter Jameson, 24 w. 77th st.
4. Wallace B. Lockwood, 412 w. 27th st.
5. Bartholomew Walsh, 444 w. 26th st.
6. John Farrell, 520 w. 27th st.
7. William J. McGee, 440 w. 26th st.
8. Gould B. Jelliff, 77 26th st.
9. Joseph Bergin, 541 w. 29th st.
10. John Hinde, 400 w. 27th st.
11. John Carney, 511 w. 27th st.
12. Patrick Murphy, 506 w. 27th st.
13. John E. Mayne, 440 w. 26th st.
14. Willie Gage, 450 w. 26th st.
15. Thomas McGraw, 515 w. 27th st.

GRAMMAR SCHOOL No. 38.

MALE DEPARTMENT.
Class 1. Frank Snyder, 9 Cannon st.
2. Morris Goldstein, 113 Grand st.
3. John B. Baker, 216 Delancey st.
4. Geo. W. Robin, 148 Grand st.
5. Jacob M. B. Willis, 163 Suffolk st.
6. W. Henry Irwin, 163 Broome st.
7. John E. Mayne, 440 w. 26th st.
8. Martin Levy, 51 Cannon st.
9. Charles Glueck, 21 Mangle st.

GRAMMAR SCHOOL No. 39.

MALE DEPARTMENT.
Class A. David M. Hunter, Madison ave. n. 94th st.
B. Edwin D. Whitney, 238 Broome st.
C. Walter L. Bannan, 14 w. 31d st.
D. Leigh Hunt, 211 w. 20th st.
E. Edward E. Ten Eyck, 216 w. 16th st.
F. Geo. Vanderhook, 14 w. 31d st.
G. John O. Freeman, 222 2d ave.
H. Frank Haddock, 226 Washington st.
I. Robert J. Davis, 32 Essex st.
J. Klugman Paterson, 141 w. 18th st.
K. Alexander Downey, 61 w. 23d st.
L. Andrew McIlvane, 20 E. 19th st.
M. Andrew H. Mickle, 144 w. 14th st.
N. Roland Knechtel, 47 7th ave.
O. Oscar Wilber, 524 w. 18th st.
P. Charles Moeckler, 341 w. 14th st.
Q. George A. Smith, 544 Broadway
R. Thert Buckingham, 263 w. 19th st.
S. William J. Jarvis, 142 w. 15th st.

GRAMMAR SCHOOL No. 40.

MALE DEPARTMENT.
Class 1. Georgianna Cole
2. Ida Colburn
3. Mary McDonough
4. Celia Barry
5. Lora Franklin
6. Annie Graham
7. Lizzie Andra
8. Fannie Brown
9. Hattie Eadie
10. Hannah Rosenfeld
11. Anna Fuchs
12. Helen Ireland
13. Sarah Monahan
14. Jennie Mayer
15. Maggie Callahan

GRAMMAR SCHOOL No. 41.

MALE DEPARTMENT.
Class A. Henry C. McCann, 43 Lexington ave.
B. Charles C. Marks, 235 E. 21st st.
C. Ernest C. Brown, 235 E. 21st st.
D. Solomon Lands, 235 E. 21st st.
E. Ferdinand Briggs, 235 E. 21st st.

Class B. Victor Polkanos, 241 e. 90th st.
C. Richard Salomon, 231 E. 18th st.
D. Robert Hirsch, 344 e. 15th st.
E. James Abraham, 222 e. 21st st.
F. Charles N. Lewis, 252 e. 60th st.
G. Henry Kropf, 254 Ave A
H. Thos. Convey, 231 e. 25th st.
I. Joseph S. Coyne, 214 2d ave.
J. Frederick Goetz, 232 e. 21st st.
K. John Bauman, 360 e. 53d st.
L. Philip Korus, 252 3d ave.
M. Edward J. Goodkind, 216 3d ave.
N. John McEntee, 264 e. 23d st.
O. Arthur Lewis, 417 e. 17th st.

MALE DEPARTMENT.
Class A. Fred Boyer, 430 1st ave.
B. Francis Duncovich, 220 e. 35th st.
C. Charles Kuler, 52 4th ave.
D. Wm. Holdbrook, 411 e. 21st st.
E. George Korus, 252 3d ave.
F. James Bradley, 205 e. 24th st.
G. Charles W. Lamb, 217 e. 21st st.
H. Wm. Schaffer, 205 e. 23d st.
I. John Wallace, 254 e. 14th st.
J. Richard Suto, 244 e. 15th st.
K. George J. Bolder, 245 e. 14th st.
L. Walter J. Vancuch, 221 e. 24th st.
M. Frank Dahl, 237 e. 25th st.
N. Otto Dederer, 277 3d ave.
O. Wm. Denzler, 344 e. 21st st.
P. Edward Fagin, 244 e. 21st st.
Q. Ernest Henry, 158 e. 24th st.
R. David Eckstein, 240 3d ave.
S. Albert Seart, 145 3d ave.
T. Thos. Strauss, 27 e. 25th st.
U. Willie Burns, 231 e. 24th st.
V. Edmund Valer, 231 e. 24th st.
W. Daniel Falvey, 215 e. 24th st.
X. Joseph Gaffney, 115 e. 22d st.
Y. James Long, 232 1st ave.
Z. Peter Murphy, 232 e. 1st ave.
Aa. Wm. Albert, 443 3d ave.
Ab. Thomas Cronan, 232 e. 23d st.
Ac. Frank T. Colson, 232 e. 21st st.
Ad. Charles Donal, 225 e. 22d st.

GRAMMAR SCHOOL No. 41.

MALE DEPARTMENT.
Class A. Mary Hill, 30 Perry st.
B. Anna Lewis, 3 Garden Row
C. Julia Martin, 6 Horatio st.
D. Lillian Redford, 174 Waverley pl.
E. Henrietta Buchanan, 171 w. Houston st.
F. Julia Radcliffe, 8 E. Houston st.
G. Mary Wetherbee, 265 w. 11th st.
H. Marile Strauss, 265 w. 14th st.
I. E. L. Smith, 6 Cornelia st.
J. Flora Lefferts, 40 Charles st.
K. Carrie Worrell, 2 Charles st.
L. Emma Knapp, 21 Cornelia st.
M. Lillian Goodrich, 370 Bleecker st.
N. Susan Pratt, 38 Waverley pl.
O. Lillian Wood, 12 Charles st.
P. Bertha Walters, 283 w. 13th st.
Q. Maria Smith, 283 w. 13th st.
R. Grace Leonard, 11 7th ave.
S. Clara A. Nikola, 14 Charles st.
T. Isabella Platt, 145 Waverley pl.

GRAMMAR SCHOOL No. 42.

MALE DEPARTMENT.
Class 1. Emil Otto, 42 Orchard st.
2. Douglas Cunningham, 225 Henry st.
3. Max Green, 111 East Broadway
4. Nathan Gottlieb, 51 Hudson st.
5. Julius Leichtenstein, 14 Ludlow st.
6. Nathan Levy, 225 Henry st.
7. Julius Gottlieb, 51 Hudson st.
8. Philip Haver, 141 East Broadway
9. Chas. White, 184 Bowery
10. Gustave Herd, 19 Forsyth st.
11. Jacob Newcomb, 29 Allen st.
12. August Schulz, 119 Orchard st.
13. Joseph Caprio, 34 Eldridge st.
14. John Franklin, 2 Oliver st.

GRAMMAR SCHOOL No. 43.

MALE DEPARTMENT.
Class 1. Joseph Levy, 225 Henry st.
2. Rachel Lutz, 67 New Canal st.
3. Esther Schultz, 214 East Broadway
4. Emma Korus, 60 Livingston st.
5. Annie Schindler, 51 Canal st.
6. Betsey Immerman, 50 Division st.
7. Theresa Wolf, 18 East Broadway
8. Pauline Uhlmann, 50 Hester st.
9. Pauline Fisher, 48 Eldridge st.

GRAMMAR SCHOOL No. 44.

MALE DEPARTMENT.
Class A. Israel Abowitz, 3 Rutgers st.
B. Herman Uhlmann, 146 Orchard st.
C. William Frind, 20 Orchard st.
D. Joseph Steiner, 225 Bowery
E. Mark Barnes, 275 Grand st.
F. George Wolf, 37 Hester st.
G. Raphael Kohn, 20 York st.
H. Abram Feldman, 50 Catharine st.
I. Katie Fritz, 26 Allen st.
J. Ella Brooks, 18 Allen st.
K. Betsey Levy, 27 Essex st.
L. John Chapman, 105 Forsyth st.
M. Mary Richter, 147 Henry st.
N. Mary Beecher, 19 Orchard st.
O. Louis Franklin, 14 Ludlow st.
P. Samuel Lowenstein, 12 Ludlow st.

GRAMMAR SCHOOL No. 45.

MALE DEPARTMENT.
Class 1. Louisa Bosch, 121 Hudson st.
2. Annie Berger, 91 Hudson st.
3. Lizzie Robertson, 121 Hudson st.
4. Bettie McIlroy, 121 Hudson st.
5. Louisa Schmitt, 113 Greenwich st.
6. Henrietta Bowker, 40 Hudson st.
7. Annie Alexander, 121 Elm st.
8. Eva Grynes, 125 Elm st.
9. Augusta Schmidt, 113 Greenwich st.
10. Oliver R. Givern, 125 Elm st.
11. Julia Wolf, 170 Franklin st.
12. Hortense Robert, 197 Franklin st.
13. Emma Hartig, 22 Horwood st.
14. Pauline Orth, 113 West Broadway
15. Mary McDonald, 40 Hudson st.
16. Emma Bosch, 121 Hudson st.
17. Ellen Hone, 27 Desbrosses st.
18. Theresa Kohn, 121 Hudson st.
19. Mary Ingram, 121 Hudson st.

GRAMMAR SCHOOL No. 46.

MALE DEPARTMENT.
Class 1. Emil Gith
2. Geo. Thompson
3. Harris Innes
4. Nathan Rogers

GRAMMAR SCHOOL No. 47.

MALE DEPARTMENT.
Class 1. Richard Ballard, 170 e. 118th st.
2. Albert Gleichert, 118th st. bet. 1st & 2d ave.
3. Alfred Osto, 222 2d ave.
4. George Gay, 2147 3d ave.
5. Harry Trimmer, 125 e. 118th st.
6. Norman Kline, 131st st. bet. 8th and 9th ave.
7. Willie Mack, 1751 3d ave.
8. James Green, 180 3d st. bet. 3d and 4th ave.
9. Alexander Davis, 222 e. 118th st.
10. Ralph Cohen, 1120 3d ave.
11. Joseph Ocho, 222 2d ave.

GRAMMAR SCHOOL No. 48.

MALE DEPARTMENT.
Class 1. Wm. J. White, 111st st. bet. 8th & 9th ave.
2. Addison T. Lytle, 316 e. 123d st. bet. 1st & 2d ave.
3. Jas. Hall, 473 e. 116th st. cor. Ave A
4. Fred. Bennett, 222 3d ave.
5. John Mouschan, 141st st. bet. 3d & 4th ave.
6. Clarence Hurton, 190th st. bet. 3d & 4th ave.
7. Albert Switzer, 160th st. bet. 3d & 4th ave.
8. Patrick McKoon, 125d bet. 3d & 4th ave.
9. Fremont Wilson, 123th st. bet. 5th & 6th ave.
10. Wm. White, 1234th st.
11. Wm. Haddler, 237 3d ave.
12. Charles L. Ballard, 170 3d ave.
13. John Leonard, 216 3d ave.
14. Clarence Stephens, Randall's Island
15. Emanuel Nussbaum, 118 e. 114th st.
16. Arthur Clark, 62 e. 124th st.
17. Joseph Crawford, 125d bet. 3d & 4th ave.
18. Benj. Marco, 230 3d ave. bet. 127th & 128th st.
19. Henry McGraw, 29 e. 129th st.

GRAMMAR SCHOOL No. 50.

PRIMARY DEPARTMENT—MALE.

Class 1. Frank Turner, 250 w. 79th st.
2. James Powers, 322 16th ave.
3. John Heiden, 241 w. 84th st.
4. August Mattheus, 420 w. 50th st.
5. Isaac Korus, 252 w. 52d st.
6. Charles Perry, 450 w. 31st st.
7. Louis Helms, 252 w. 52d st.
8. Joseph Nais, 240 8th ave.
9. Eddie Isaacs, 494 w. 81st st.
10. Gustave Robert, 516 8th ave.
11. Alfred Dyer, 347 w. 50th st.
12. Ludwig Zimmer, 200 w. 82d st.
13. Willie Turnbull, 228 8th ave.
14. Frank Hange, 600 8th ave.
15. Charlie Pien, 711 9th ave.
16. Luther Krum, 384 w. 54th st.
17. Samuel Nutt, 501 8th ave.
18. Frank Wallace, 250 w. 51st st.
19. Eugene Robert, 541 8th ave.
20. Samuel Haevel, 225 w. 51st st.
21. Elmer Newby, 848 8th ave.
22. Willie Stern, 211 w. 67th st.
23. Philip Halport, 417 w. 53d st.
24. Moses Hirschfeld, 249 w. 50th st.
25. Eugene Denton, 541 8th ave.
26. John Myers, 704 9th ave.

GRAMMAR SCHOOL No. 51.

Class 1. Lizzie K. Hy, 417 w. 55th st.
2. Jennie Hoyt, 448 w. 51st st.
3. Lillian Kohn, 274 6th ave.
4. Isabelle Velline, 430 w. 68th st.
5. Carrie Blinn, 417 w. 55th st.
6. Willie Stronach, 228 w. 55th st.
7. Rosetta Samuel, 219 w. 58th st.
8. Lillian Woolley, 213 6th ave.
9. Sarah Everett, 311 8th ave.
10. Annie Foster, 318 st. bet. 10th and 11th ave.
11. Emma Owens, 427 8th ave.
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would fetch, as compared with the contents of its wine-cellar? What position would its expenditure on literature take, as compared with its expenditure on luxuries eating? We talk of food for the mind, as of food for the body. Now, a good book contains such food inexhaustibly; it is a provision for life, and for the best part of us; yet how long most people would look at the best book before they would give the price of a large turbot for it! Though there have been men who have pinched their stomachs and bared their backs to buy a book, whose libraries were cheaper to them, I think, in the end, than most men's diners are. We are few of us put to such trial, and more the pity; for, indeed, a precious thing is all the more precious to us if it has been won by work or economy; and if public libraries were half as costly as public dinners, or books cost a tenth part of what bracelets do, even foolish men and women might sometimes suspect there was good in eating, as well as in munching and sparkling; whereas, the very cheapness of literature is making even wise people forget that if a book is worth reading it is worth buying. No book is worth anything which is not worth much. Nor is it serviceable until it has been read and re-read, and loved and loved again, and marked, so that you can refer to the passages which you want in it, as a soldier can seize the weapon he needs in an armory, or a housewife bring the spice she needs from her store. Bread of flour is good, but there is bread, sweet as honey, if we would eat it, in a good book; and the family must be poor indeed which, once in their lives, cannot, for such multiplicable barley-loaves, pay their baker's bill. We call ourselves a rich nation, and we are filthy and foolish enough to thumb each other's books out of circulating libraries!

II. I say we have despised science. "What!" you exclaim, "are we not foremost in all discovery, and is not the whole world giddy by reason, or unreason, of our inventions?" Yes; but do you suppose that is national work? That work is all done in spite of the nation; by private people's zeal and money. We are glad enough, indeed, to make our profit of science; we snap up anything in the way of a scientific bone that has meat on it, eagerly enough; but if the scientific in it comes for a bone or a crust to us, that is another story. What have we publicly done for science? We are obliged to know what o'clock it is, for the safety of our ships, and, therefore, we pay for an observatory, and we allow ourselves, in the person of our Parliament, to be annually tormented into doing something, in a slovenly way, for the British museum; sullenly apprehending that to be a place for keeping stuffed birds in, to amuse our children. If anybody will pay for his own telescope, and resolve another nebula, we cackle over the discernment as if it were our own; if one in ten thousand of our hunting squires suddenly perceives that the earth was indeed made to be something else than a portion for foxes, and burrows in it himself, and tells us where the gold is, and where the coals, we understand that there is some use in that; and very properly knight him; but is the accident of his having found out how to employ himself usefully any credit to us? (The negation of such discovery among his brother squires may perhaps be some discredit to us, if we would consider of it.) But if you doubt these generalities, here is one fact for us all to meditate upon, illustrative of our love of science. Two years ago there was a collection of the fossils of Solenhofen to be sold in Bavaria; the best in existence, containing many specimens unique for perfectness, and one unique as an example of a species (a whole kingdom of unknown living creatures being announced by that fossil). This collection, of which the more market worth, among private buyers, would probably have been some thousand or twelve hundred pounds, was offered to the English nation for seven hundred; but we would not give seven hundred, and the whole series would have been in the Munich museum at this moment. If Professor Owen had not, with loss of his own time and patient tormenting of the British public in person of its representatives, got leave to give four hundred pounds at once, and himself become answerable for the other three, which the said public will doubtless pay him eventually, but sulkily, and caring nothing about the matter all the while; only always ready to cackle if any credit comes of it. Consider, I beg of you, arithmetically, what this fact means. Your annual expenditure for public purposes (a third of it for military apparatus) is at least fifty millions. Now, £700 is to £50,000,000, roughly, as seven pence to £3,000. Suppose, then, a gentleman of unknown income, but whose wealth was to be conjectured from the fact that he spent two thousand a year on his park walls and footmen only, professes himself fond of science; and that one of his servants comes eagerly to tell him that an unique collection of fossils, giving a clue to a new era of creation, is to be had for the sum of seven pence sterling; and that the gentleman who is fond of science and spends two thousand a year on his park answers, after keeping his servant waiting several months: "Well, I'll give you four pence for them if you will be answerable for the extra three pence yourself, till next year."

III. I say you have despised art. "What!" you again answer; "have we not art exhibitions miles long; and do we not pay thousands of pounds for fine pictures; and have we not art schools and institutions more than ever a nation had before?" Yes, truly, but all that is for the sake of the shop. You would fain sell canvas as well as coils, and crockery as

well as iron; you would take every other nation's bread out of its mouth if you could; not being able to do that, your ideal of life is to stand in the thoroughfares of the world, like Ludgate apprentices, screaming to every passer-by, "What d'ye lack?" You know nothing of your own faculties or circumstances; you fancy that among your damp, flat, fat fields of clay you can have as quick art fancy as the Frenchman among his bronzed vines, or the Italian under his volcanic cliffs—that art may be learned as book-keeping is, and when learned, will give you more books to keep. You care for pictures absolutely no more than you do for the bills pasted on your dead walls. There is always room on the walls for the bills to be seen—never for the pictures to be seen. You do not know what pictures you have (by repute) in the country, nor whether they are false or true, nor whether they are taken care of or not; in foreign countries, you calmly see the noblest existing pictures in the world rotting in abandoned wreck (and in Venice, with the Austrian guns deliberately pointed at the palaces containing them), and if you heard that all the Titans in Europe were made sand-bags to-morrow on the Austrian forts, it would not trouble you so much as the chance of a brace or two of game less in your own bags in a day's shooting. That is your national love of art.

IV. You have despised nature; that is to say, all the deep and sacred sensations of natural scenery. The French revolutionists made stables of the cathedrals of France; you have made race-courses of the cathedrals of the earth. Your one conception of pleasure is to drive in railroad carriages round their aisles, and eat off their altars. You have put a railroad bridge over the fall of Schaffhausen. You have tunneled the cliffs of Lucerne by Tell's Chapel; you have destroyed the Clarens shore of the Lake of Geneva; there is not a quiet valley in England that you have not filled with bellowing fire; there is no particle left of English land which you have not trampled cool ashes into—nor any foreign city in which the spread of your presence is not marked among its fair old streets and happy gardens by a consuming white leprosy of new hotels and perfumers' shops. The Alps themselves, which your own poets used to love so reverently, you look upon as soaped poles in a bear-garden, which you set yourselves to climb, and slide down again, with "shrieks of delight." When you are past shrieking, hearing no human articulate voice to say you are glad with, you fill the quietude of their valleys with gunpowder blasts, and rush home, red with cutaneous eruption of conceit, and voluble with convulsive biccough of self-satisfaction. I think nearly the two sorrowfullest spectacles I have ever seen in humanity, taking the deep inner significance of them, are the English mobs in the valley of Chamouni, amusing themselves with firing rusty howitzers; and the Swiss vintagers of Zurich expressing their Christian thanks for the gift of the vine, by assembling in knots in the "towers of the vineyards," and slowly loading and firing horse-pistols from morning till evening. It is pitiful to have dim conceptions of duty; more pitiful, it seems to me, to have conceptions like these, of mirth.

Lastly, You despise compassion. There is no need of words of mine for proof of this. I will merely print one of the newspaper paragraphs which I am in the habit of cutting out and throwing into my store-drawer. Here is one from a *Daily Telegraph* of an early date this year, relating one of such facts as happen now daily, which by chance has taken a form in which it came before the coroner. I will print the paragraph in red. Be sure the facts themselves are written in that color, in a book which we shall all of us, literate or illiterate, have to read our page of some day:

"An inquiry was held on Friday, by Mr. Richards, Deputy Coroner, at the White Horse Tavern, Christ Church Spitalfields, respecting the death of Michael Collins, aged 58 years. Mary Collins, a miserable looking woman, said that she lived with the deceased and his son in a room at 3 Cobb's Court, Christ Church. The deceased was a translator of boots. Witness went out and bought old boots; deceased and his son made them into good ones, and then witness sold them for what she could get at the shops, which was very little indeed. Deceased and his son used to work night and day to try and get a little bread and tea, and pay for the room (3s. a week), so as to keep the home together. On Friday night week, deceased got up from his bench and began to shiver. He threw down the boots, saying, 'Somebody else must finish them when I am gone, for I can do no more.' There was no fire, and he said, 'I would be better if I was warm.' Witness, therefore, took two pairs of translated boots to sell at the shop, but she could only get 14d. for the two pairs, for the people at the shop said, 'We must have our profit.' Witness got 14 lbs. of coal, and a little tea and bread. Her son sat up the whole night to make the translations, to get money, but deceased died on Saturday morning. The family never had enough to eat. Coroner: 'It seems to me deplorable that you did not go into the work-house.' Witness: 'We wanted the comforts of our little home.' A juror asked what the comforts were, for he only saw a little straw in the corner of the room, the windows of which were broken. The witness began to cry, and said that they had a quilt and other little things. The deceased said he never would go into the work-house. I summer, when the season was good, they sometimes made as much as 10s. profit in the week. They then al-

ways saved toward the next week, which was generally a bad one. In winter they made not half so much; for three years they had been getting from bad to worse. Cornelius Collins said that he had assisted his father since 1847. They used to work so far into the night that both nearly lost their eyesight. Witness now had a film over his eyes. Five years ago deceased applied to the parish for aid. The relieving officer gave him a 4lb. loaf, and told him if he came again he should 'get the stones.' That disgusted deceased, and he would have nothing to do with them since. They got worse and worse, until last Friday week, when they had not even a halfpenny to buy a candle. Deceased then lay down on the straw, and said he could not live till morning. A juror: 'You are dying of starvation yourself, and you ought to go into the house until the summer.' Witness: 'If we went in we should die. When we come out in the summer we should be like people dropped from the sky. No one would know us, and we would not have even a room. I could work now if I had food, for my sight would get better.' Dr. G. P. Walker said deceased died from syncope, from exhaustion from want of food. The deceased had no bedclothes. For four months he had nothing but bread to eat. There was not a particle of fat in the body. There was no disease, but if there had been medical attendance, he might have survived the syncope or fainting. The coroner having remarked upon the painful nature of the case, the jury returned the following verdict: 'That the deceased died from exhaustion from want of food and the common necessities of life; also through want of medical aid.'

"Why would witness not go into the workhouse?" you ask. Well, the poor seem to have a prejudice against the workhouse which the rich have not; for, of course, every one who takes a pension from the government goes into the workhouse for the rich do not involve the idea of work, and should be called play-houses. But the poor like to die independently, it appears; perhaps if we made the play-houses for them pretty and pleasant enough, or gave them their pensions at home, and allowed them a little introductory peculation with the public money, their minds might be reconciled to it. Meantime, here are the facts: we make our relief either so insulting to them, or so painful, that they rather die than take it at our hands; or for third alternative, we leave them so untaught and foolish that they starve like brute creatures, wild and dumb, not knowing what to do, or what to ask. I say, you despise compassion; if you did not, such a newspaper paragraph would be as impossible in a Christian country as a deliberate assassination permitted in its public streets. "Christian," did I say? alas, if we were but wholesomely un-Christian, it would be impossible: it is our imaginary Christianity that helps us to commit these crimes, for we revel and luxuriate in our faith, for the lewd sensation of it; dressing it up like everything else, in fiction. The dramatic Christianity of the organ and aisle, of dawn-service and twilight-revival—this gas-lighted and gas-inspired Christianity, we are triumphant in, and draw back the hem of our robes from the touch of the h-etics who dispute it. But to do a piece of common Christian righteousness in a plain English word or deed; to make a Christian law any rule of life, and found one national act or hope thereon—we know too well what our faith comes to for that! You might sooner get lightning out of incense smoke than true action or passion out of your modern English religion. You had better get rid of the smoke, and the organ pipes, both; leave them and the gothic windows and the painted glass to the property man; give up your carburetted hydrogen ghost in one healthy expiration, and look after Lazarus at the door-step. For there is a true church wherever one hand meets another helpfully, and that is the only holy or mother church which ever was or ever shall be.

THE USE AND ABUSE OF THE ENGLISH LANGUAGE.

The carelessness of the American people in speaking their own tongue is proverbial among other nations. Those of our countrymen who speak it with the greatest propriety, are said to excel the best educated Englishmen; but alas! their numbers are few. Our Senators make nothing of murdering their mother tongue at every recurring session, and our legislative assemblies give rise to solecisms which would disgrace a boy in the third form of a public school. It is regarded as a pity that so few of our public men speak foreign languages. It is a greater pity that so few of them are acquainted with the rules which govern their own. A habit of random talking, of talking for effect or for amusement almost invariably involves a habit of inaccuracy.

Another widely extended idiosyncrasy of America, that of larding conversation with slang phrases, tends immediately to a violation of the laws of grammar, as well as to the laws of etiquette and good breeding. It needs not a sharp critic to epitomize the very common errors in our everyday conversation. Time would fail me to speak of such as, "He done it," "I hain't got out," "It is me," "There ain't no left," "Give me my book," "She is laying down," "I can't never," "I seen it," "I have saw," "He give it me," "Father, he," and "Mother, she." Their name is legion, and to attempt to elaborate all would be an Herculean task, exhaustive

alike of your endurance and my own strength. "You and me will go," says one, utterly oblivious of the fact that *me* is never a subject, while the companion responds, "Yes, nobody shall go but you and I." "I might have known it would have happened," is an expression in general use which sets at defiance both the rules of grammar and the euphony of the language. A common error is the interchange of the pronoun *them* for the adjective *those*, as "Hand me *them* books," and also of the past participle for the past tense. The good old Saxon words "fix" and "got" are of much value in their right place, but are inelegant as commonly used.

"I have got it" is no more expressive and not as euphonic as "I have it." *Shall* and *will* are so often confounded by our best speakers, that one is constantly reminded of the drowning Frenchman when he cried out, "I will drown, nobody shall help me." In some parts of our country we frequently hear, "I suspicioned him," for "I suspected him." Puritan usage drops *g* from the end of such words as singing, but *have sent* is a solecism in which no thoroughbred Yankee ever indulges. *Pillows* and *pillars* are often confounded, so that we sometimes hear of the pillars on which we sleep, and of the pillows of the edifice. *They was* and *we was* are in very general use, but never excusable. *Wara't* for *was not* is not an allowable abbreviation. *Ain't* for *are not* is somewhat excusable, but not allowable. *Aren't* has been introduced into good society as its equivalent, and is truly preferable except when misapplied, as I once heard it in the sentence, "She aren't going to do it," by a young lady more familiar with the requirements of fashion than with those of Lindley Murray. *Won't* for *will not* has taken such deep root in our language that it can only be eradicated by years of patient toil on the part of our teachers. The word *female* has been applied to individuals so long that we forget that although all women are females, yet that all females are not women. Hence when we read of female colleges and seminaries, we are apt to wonder whether they are for female bipeds or female quadrupeds. Mrs. Partington may no longer be considered as an individual, but as the type of a class of people who delight in the use of so called big words. In fact, as the old lady herself once said, "There have been so many intimations of her that it is very difficult for her to indemnify herself." A few Partingtonisms that have come under my own observation may not be out of place. A young lady being asked what she was reading, replied, "One of Mr. Waverley's novels;" another remarked that "a certain young gentleman was perfectly enamored with her," and still another said that she "Had two new dresses, an organic muslin and a grenadier." A minister on trial before an ecclesiastical court spoke of "The acquisitions that had been brought against him," and a good old deacon used to pray that "The gospel might be sent to the heathen upon the uninhabited islands of the Pacific Ocean." A New Yorker boasting of the style in which he lived, said "That his house had a *piacero* on each side of it; that his folks drank out of *gobblers* every day, and used *bodkins* to wipe their hands on."

A young lady inquiring for hose in a Southern country store, was much chagrined when the verdant clerk asked if she wished *seedling hose* or *rubbing hose*. The wife of a well-known D. D., having taken a long journey for her health, was asked if she went directly through or by easy stages. Oh! was the response, "I did not travel at all by stage; I rode on the cars all the way." She afterward informed a friend that her niece was studying "Mental Philosophy on the Mind." Many a hypochondriac staggers your faith in her honesty when she utters a Partingtonism in assuring you that she "enjoys poor health." Artemus Ward, Josh Billings, and their numerous imitators, while contributing to our amusement, have lowered the standard of good English, to how great an extent future generations alone can tell. The negro element of the South has been supposed to suffer great wrongs at the hands of the whites, but a more lasting injury has been done the whites in the corruption of the language. "He done gone," "I is," "she say," "pears like as though," "dis yere thing," "do like I do," are common expressions among Southern children of all classes. When corrected by their teacher, they often respond, "My father and mother talks like I do, and I don't want to talk no better than they does."

The vowel sounds of our language seem to be undergoing a change, so that we now have rather for rather, profile for profile, alpine for alpine, etc. It may be smoother to speak of the serpentine course of a river, but what North Carolinian would recognize turpentine as one of the staple productions of his State? The use of provincialisms has been mostly accredited to New England, but a close observer of language finds that they are not indigenous to the Eastern States, but that they grow in every soil and flourish at every point of the compass. The Yankee bids his horse to "go lang," the Pennsylvanian tells him to "go up," while the Hoosier orders him to "git." The Yankee guesses he will raise a lot of corn, the Hoosier on a mighty fine crop, and the Sucker calculates on a right smart chance. If the students in our academies and colleges would pay less attention to the dead language and more to English, the living language of the world, we might soon become a nation of good talkers, and no longer be accused of murdering our mother tongue.

Fellow-teachers, let us remember that it

is as essential to speak English correctly as it is to read and write it correctly; and let us endeavor, both in theory and practice, to teach those who may come under our instruction the proper use of language.

Let us bear in mind that as we have the greatest country of the earth, so have we the greatest language—great in copiousness, great in simplicity and great in strength. Already more widely spread abroad than any other tongue, it is destined, without doubt, to become the language of the world—*Rhode Island School-master*.

SCHOOL AND RECESS.

Although the country boy feels a little joy when school breaks up (as he does when anything breaks up, or any change takes place), since he is released from the discipline and restraint of it, yet the school is its opening into the world, his romance. Its opportunities for enjoyment are numberless. He does not exactly know what he is set at books for; he takes spelling rather as an exercise for his lungs, standing up and shouting out the words with entire recklessness of consequences; he grapples doggedly with "rhetoric" and geography as something that must be cleared out of his way before recess, but not at all with the zest he would dig a woodchuck out of his hole. But recess! Was ever any enjoyment so keen as that with which a boy rushes out of the school-house door for the ten minutes of recess? He is like to burst with animal spirits; he runs like a deer; he can nearly fly, and he throws himself into play with entire self-forgetfulness and an energy that would overturn the world if his strength were proportioned to it. For ten minutes the world is absolutely his; the weights are taken off, restraints are loosed, and he is his own master for that brief time—as he never again will be if he lives to be as old as the King of Thule, and nobody knows how old he was. And there is the noon, a solid hour, in which vast projects can be carried out which have been slyly matured during the school hours; expeditions are undertaken, wars are begun between the Indians on one side and the settlers on the other, the military company is drilled (without uniforms or arms), or games are carried on which involve miles of running and an expenditure of wind sufficient to spell the spelling-book through at the highest pitch.

Friendships are formed, too, which are fervent if not enduring, and enmities contracted which are frequently "taken out" on the spot, after a rough fashion boys have of settling as they go along; cases of long credit, either in words or trade, are not frequent with boys; bets on jack-knives must be paid on the nail; and it is considered much more honorable to out with a personal grievance at once, even if the explanation is made with the fists, than to pretend fair, and then take a sneaking revenge on some concealed opportunity. The country boy at the district school is introduced into a wider world than he knew at home in many ways. Some big boy brings to school a copy of the Arabian Nights, a dog-eared copy, with cover, title-page and the last leaves missing, which is passed around, and slyly read under the desk, and perhaps comes to the little boy whose parents disapprove of novel-reading, and have no work of fiction in the house except the latest comic almanac. The boy's eyes dilate as he steals some of the treasures out of the wondrous pages, and he longs to lose himself in the land of enchantment open before him. He tells at home that he has seen the most wonderful book that ever was, and a big boy has promised to lend it to him. "Is it a true book, John?" asks the grandmother. "Because if it isn't true, it is the worst thing that a boy can read." (This happened years ago.) John cannot answer as to the truth of the book, and so does not bring it home; but he borrows it, nevertheless, and conceals it in the barn, and lying in the hay-mow is lost in its enchantments many an odd hour when he is supposed to be doing chres. There were no chores in the Arabian Nights; the boy there had but to rub the ring and summon a genius, who would feed the calves and pick up chips and bring in wood in a minute. It was through this embosomed portal that the boy walked into the world of books, which he soon found was larger than his own, and filled with people he longed to know.

ADMONITION SHOULD BE GENTLE.—We must consult the gentlest manner and softest seasons of address; our advice must not fall like a violent storm, bearing down and making those droop whom it is meant to cherish and refresh. It must descend, as the dew upon the tender herb, or like melting flakes of snow—the softer it falls the longer it dwells upon, and the deeper it sinks into the mind. If there are few who have the humility to receive advice as they ought, it is often because there are few who have the discretion to convey it in a proper vehicle, and to qualify the harshness and bitterness of reproof, against which corrupt nature is apt to revolt, by an artful mixture of sweetening and agreeable ingredients. To probe the wound to the bottom, with all the boldness and resolution of a good spiritual surgeon, and yet with all the delicacy and tenderness of a friend, requires a very dextrous and masterly hand. An affable deportment and complacency of behavior will disarm the most obstinate; whereas if, instead of calmly pointing out their mistakes, we break out into unseemly effusions of passion, we cease to have any influence.

Happiness is internal, not external. Suspicion is the virtue of a coward.

Scientific Notes.

ANCIENT METALS.—We have no positive evidence that the ancients were acquainted with more than seven of the metals. Their list embraced copper, iron, gold, silver, lead, quicksilver and tin. How insignificant this appears in contrast with the noble list of more than fifty metals known to us! Copper and its alloys were their favorite metals. They certainly knew as much regarding bronze, its composition and working, as we do.

The enormous statue of the sun, known by the name of the Colossus of Rhodes, was composed entirely of this compound metal. It was indeed a huge structure, one hundred and five feet high, with legs spread, so that ships could pass beneath. There is no evidence that the legs extended across the harbor of Rhodes, although that is the popular idea. Chares, a celebrated artificer, spent twelve years in constructing it, and Pliney says that there were few that could clasp its thumb. A spiral staircase led to its summit, from whence might be descried Syria, and the ships proceeding to Egypt, in a great mirror suspended to the neck of the statue. It was overthrown by an earthquake, B. C. 224, and the fragments lay on the ground for nine hundred and twenty-three years, when they were sold by the Saracens to a Jew, who loaded nine hundred camels with the brass, A. D. 672. This was one of the wonders of the world; and vast as would be the undertaking, it is certain that modern skill would construct a like image in one-fourth the time it took to construct this, if the large sum of money requisite could be supplied.

The statue of St. Charles Borromeo, at Arona, Italy, is sixty-six feet high, composed of brass. This is the largest statue existing in the world. We have found that the nose of this statue afforded a very spacious and comfortable seat after a tedious climb to that high elevation. Immense quantities of copper and tin must have been mined by the ancients, as we are informed by Pliney that Rhodes alone was adorned by no less than one thousand colossal statues of the sun in bronze, and Rome and all the large cities of the empire were filled with them. How can we account for the almost complete disappearance of these many thousands of tons of bronze?

NOTHING REMAINS AT REST.—It is a fallacy to suppose there is any such thing as rest to matter. There is not a particle in the universe which is not on the move, nor a drop of fluid on the globe that is perfectly quiescent, nor a fibre in the vegetable kingdom in a state of inactivity. In animal bodies, from monads to the complicated organism of man, every part and parcel, even in the solids, are incessantly moving among themselves, and their component elements never cease to act in accordance with that universal law till death stops the machinery. Even then a new series of movements commences at that culminating point. Chemical dissolution of organic structures is but a liberation of molecules, the aggregation of which was necessary for a corporeal beginning and subsequent growth; and they then disperse to enter into new relations and new forms, and thus one never-ending circle of activity characterizes the material universe.

Death is a dissolution of the union that existed for a limited period of what is called life with organized matter. How that union commenced is as much of a Divine mystery as their separation. They are distinct in nature and character, although one cannot manifest itself without the brain and nerves of the other.

Astronomy reveals the astounding intelligence that there are no fixed or stationary bodies in the unsurveyed regions of celestial space. Even the fixed stars, as they were once considered permanent landmarks in the heavens, are coursing with undefined rapidity in the train of countless globes of shining glory, on a circuit too distant to be followed even by human imagination in the boundless realms only known to that God who controls the mighty whole.

Everything, therefore, is moving. When motion ceases there will be a wreck of world, and a crush of an entire universe. Life is motion; inertia, to our finite minds, is death. Nature, however, neither moves nor represses a law, and consequently those now in force will operate with unerring certainty through the endless cycles of eternity.

LIGHTING THE FIRE IN A STOVE.—Many persons have often noticed the extreme difficulty encountered in lighting the fire in a stove, especially in a still, damp morning. The stove at first won't draw, even vigorous "blowing" will not suffice; and then when it does start, it is with a sort of an explosion or outward rush of air, which fills the room with smoke and gas, oftentimes puffing the unpleasant fumes into the face of the operator.

This trouble is caused by the difficulty encountered in overcoming the inertia of the long column of air in the pipe or chimney, by the small column of air that can be forced up through the interstices of the wood and coal, at the bottom of which the fire is kindled. All this may be remedied by simply putting a few shavings or bits of dry paper on the top of the wood or coal, and first lighting that; it immediately bursts into a blaze, because the air has perfectly free access to it from all sides, the heated air forces its way into the chimney, and establishes there an upward current. The match can then be applied to the kindling under the fuel, which will readily light, and, if dry, burst into a brisk blaze.

BEAUTIFUL CHEMICAL EXPERIMENT.—Take two or three leaves of red cabbage, cut into small bits, put them in a basin and pour a pint of boiling water on them; let it stand an hour, then pour off the liquor into a decanter. It will be of a fine blue color. Then take three wine-glasses; into one put six drops of a solution of soda, into a second the same quantity of alum, and let the third glass remain empty. The glasses may be prepared before and the few drops of the colorless liquid which have been put in them will not be noticed. Fill up the glasses from the decanter, and the liquid poured into the glass containing the acid will quickly become a beautiful red, that in the glass containing the soda will be a fine green, that poured into the empty one will remain unchanged. By adding a little vinegar to the green it will change to red.

The Roll of Merit.

By a resolution of the Board of Education, passed April 19, 1871, this paper is especially designated to give monthly, under the above title, the name and residence of the best pupil in each class in every school in the City of New York, the information being furnished us through the Clerk of the Board by the several Principals. The official character thus given to the list makes it to all whose names appear therein an imperishable certificate, fairly and honorably earned, not only of good deportment, but of intelligence and the faithful discharge of duty. For the month of January the Roll stands as follows:

GRAMMAR SCHOOL No. 2.
MALE DEPARTMENT.
Class 1. Eugene Sheridan, 206 Madison st.
Class 2. Samuel Grogan, 214 Madison st.
Class 3. Julius Levy, 151 East Broadway
Class 4. Dennis O'Brien, 30 Rutgers st.
Class 5. Martin Cassidy, 42½ Hamilton st.
Class 6. Frank Donnelly, 22 Jefferson st.
Class 7. Max Brown, 22 East Broadway
Class 8. William Smith, 3 Hamilton st.

GRAMMAR SCHOOL No. 3.
MALE DEPARTMENT.
Class A. Katie McManus, Class A. Lena Hoffman
Class A. Katie McManus, Class A. Katie McManus
Class A. Katie McManus, Class A. Katie McManus

GRAMMAR SCHOOL No. 7.
MALE DEPARTMENT.
Class 1. Ida Brattmayer, 223 Clinton st.
Class 2. Julia Locke, 224 Broome st.
Class 3. Theresa McCarthy, 79 Division st.
Class 4. Eliza Reinecke, 82 Chrystie st.
Class 5. Emma Levy, 184 E. Broadway
Class 6. Cecelia Derendinger, 222 Broome st.
Class 7. Wilhelmus Lutz, 22 Bowery
Class 8. Rachel Levy, 78 St. Marks st.
Class 9. Josephine Miller, 23 Chrystie st.
Class 10. Mena Derendinger, 104 E. Broadway
Class 11. Addie Alexander, 90 Orchard st.
Class 12. Lizzie Cohen, 23 Bayard st.
Class 13. Henrietta Goldstein, 61 E. Broadway
Class 14. Annie Cohen, 23 Bayard st.
Class 15. Francis Platte, 12 Chrystie st.
Class 16. Rosa Isaac, 28 Forsyth st.
Class 17. Josephine Karpas, 42 Forsyth st.
Class 18. Lizzie Sulker, 65 Chrystie st.
Class 19. Caroline Weigle, 8 Chrystie st.
Class 20. Martha Simonson, 12 Forsyth st.
Class 21. Sophia Cohen, 23 Division st.
Class 22. Rosa Cooper, 25 Eldridge st.
Class 23. Emma Moser, 28 Forsyth st.
Class 24. Emma Schmitt, 26 Chrystie st.

GRAMMAR SCHOOL No. 9.
MALE DEPARTMENT.
Class 1. Albert Henschel, 70 Eldridge st.
Class 2. Esther Goldwasser, 21 Division st.
Class 3. John Knoblauch, 24 Division st.
Class 4. Lillie Kline, 25 Chrystie st.
Class 5. Henry Koehler, 25 Eldridge st.
Class 6. Amelia Miller, 25 Eldridge st.
Class 7. Charles Lutz, 25 Bowery
Class 8. Dora Goldschmidt, 120 Hester st.
Class 9. Henry Young, 141 Hester st.
Class 10. Annie Newcomb, 21 Allen st.
Class 11. Tommy Welch, 24 Ludlow st.
Class 12. Isabella Corbett, 24 Attorney st.

GRAMMAR SCHOOL No. 11.
MALE DEPARTMENT.
Class 1. Duncan Urquhart, 223 10th ave.
Class 2. Henry Evans, 416 w. 19th st.
Class 3. Frederic Keller, 260 w. 27th st.
Class 4. Emily McDermott, 62 w. 34th st.
Class 5. Wm. Cammers, 234 w. 18th st.
Class 6. Eliza Eckert, 427 w. 17th st.
Class 7. Edward Hammer, 24 w. 19th st.
Class 8. John Malone, 248 w. 17th st.
Class 9. Alex. McIlvaine, 24th and 9th ave.
Class 10. Mark Trehan, 207 w. 26th st.
Class 11. Wm. Anderson, 426 w. 19th st.
Class 12. Patrick Condon, 260 w. 19th st.

GRAMMAR SCHOOL No. 13.
MALE DEPARTMENT.
Class 1. Emily Heim, 100 Essex st.
Class 2. Charles Hemma, 184½ Chrystie st.
Class 3. Frank Schuler, 95 Essex st.
Class 4. Willie Brerack, 148 e. Houston st.
Class 5. Anne Houry, 41 Essex st.
Class 6. Helen Welington, 82 Chrystie st.
Class 7. Amelia Whitman, 121 e. Houston st.
Class 8. Annie Harris, 95 Ludlow st.
Class 9. August Burns, 82 3d st.
Class 10. Frank Hayward, 260 Grand st.
Class 11. Ernest Stevens, 114 Eldridge st.
Class 12. Henry Schmitt, 25 Division st.
Class 13. Henry Maignon, 257 Bowery
Class 14. Louisa Smith, 17 1st av.
Class 15. Wilhelmina Kanner, 118 Allen st.
Class 16. Lizzie Blacklock, 149 Eldridge st.
Class 17. Emma Wolfman, 108 Allen st.
Class 18. William Smith, 101 Ludlow st.
Class 19. Hattie Aaron, 177 Bowery
Class 20. Mary Campbell, 250 Division st.
Class 21. Ann Kolinsky, 207 Bowery
Class 22. Frank Singer, 289 Eldridge st.
Class 23. Sophia Schuler, 116 Division st.
Class 24. Annie Schmitt, 223 5th st.
Class 25. James Cornell, 75 Division st.
Class 26. Adam Wendell, 141 Forsyth st.
Class 27. Louis From, 141 Chrystie st.
Class 28. Rosa Goldman, 25 Division st.
Class 29. Jennie Miller, 279 Broome st.

GRAMMAR SCHOOL No. 22.
MALE DEPARTMENT.
Class 1. Mary Egan, Class A. Lizzie Lutz
Class 2. John Dol, Class A. Huz McCaffrey
Class 3. Jennie Marks, Class A. Mary A. Welch
Class 4. Patrick O'Keefe, Class A. John Egan

GRAMMAR SCHOOL No. 23.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 25.
MALE DEPARTMENT.
Class A. Frank P. Gilbert, Class B. Berthold Hahn
Class A. Frederick M. Hodge, Class B. William Korsch
Class A. Michael Dempsey, Class B. Albert Finch
Class A. Alexander Quinn, Class B. Alexander Harris
Class A. William Jones, Class B. John Pendergast
Class A. Philip Dux, Class B. Paul Timmann

GRAMMAR SCHOOL No. 30.
MALE DEPARTMENT.
Class 1. George Ochs, 229 10th ave.
Class 2. Homer James, 241 w. 27th st.
Class 3. Wallace H. Lockwood, 415 w. 27th st.
Class 4. Bartholomew Walsh, 441 w. 29th st.
Class 5. Louis B. Ten Eyck, 241 w. 29th st.
Class 6. William J. McGrath, 401 w. 29th st.
Class 7. Gould D. Jelliff, 277 3d st.
Class 8. Robert Berghel, 241 w. 29th st.
Class 9. John J. Sullivan, 241 w. 29th st.
Class 10. John Curran, 511 w. 27th st.
Class 11. Patrick Murphy, 241 w. 29th st.
Class 12. James Williams, 340 10th ave.
Class 13. Willie Geary, 420 w. 25th st.
Class 14. Thos. McEwen, 215 w. 27th st.

GRAMMAR SCHOOL No. 34.
MALE DEPARTMENT.
Class 1. Frank Raker, 216 Delancey st.
Class 2. Geo. W. Smith, 216 Delancey st.
Class 3. Jacob M. B. Willis, 183 Suffolk st.
Class 4. W. Henry Irwin, 183 Broome st.
Class 5. John E. Mayer, 260 East Broadway
Class 6. Martin Levy, 21 Canaan st.
Class 7. Charles Glor, 21 Mangia st.

GRAMMAR SCHOOL No. 35.
MALE DEPARTMENT.
Class A. David M. Hunter, Madison ave., n. 84th st.
Class B. Edw. D. Sullivan, 228 Broome st.
Class C. Walter L. Ramsey, 14 w. 21st st.
Class D. Leigh Hunt, 211 w. 20th st.
Class E. Edward E. Ten Eyck, 215 w. 15th st.
Class F. Geo. Vandenberg, 244 w. 20th st.
Class G. John G. Freeman, 222 3d ave.
Class H. Frank Hollock, 244 Washington st.
Class I. Robert J. Davis, 135 Essex st.
Class J. Klugman Petoan, 141 e. 10th st.
Class K. Alexander Downey, 61 w. 6th st.
Class L. Andrew McKee, 20 e. 12th st.
Class M. Andrew H. McKee, 144 w. 14th st.
Class N. Roland Koster, 44 4th ave.
Class O. Oscar Wilber, 224 e. 14th st.
Class P. Charles McKee, 341 w. 14th st.
Class Q. George A. Smith, 144 Broadway
Class R. Thos. Puckington, 245 w. 15th st.
Class S. William F. Jarvis, 142 e. 15th st.

GRAMMAR SCHOOL No. 40.
MALE DEPARTMENT.
Class A. Henry C. McCann, 43 Lexington ave.
Class B. Charles C. Marks, 235 e. 21st st.
Class C. Ernest C. Brown, 235 e. 21st st.
Class D. Solomon Landa, 235 e. 21st st.
Class E. Ferdinand Briggs, 226 e. 21st st.

GRAMMAR SCHOOL No. 41.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 42.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 43.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 44.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 45.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 46.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 47.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 48.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 49.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 50.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 51.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 52.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 53.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 54.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 55.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 56.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 57.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 58.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 59.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 60.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 61.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
Class 3. Thos. Ryan, 123 Washington st.
Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

GRAMMAR SCHOOL No. 62.
MALE DEPARTMENT.
Class 1. Michael Loughran, 13 Albany st.
Class 2. Mary E. Sweeney, 14 Greenwich st.
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Class 4. Annie Douglas, 28 Greenwich st.
Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
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Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

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MALE DEPARTMENT.
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Class 2. Mary E. Sweeney, 14 Greenwich st.
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Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
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MALE DEPARTMENT.
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Class 2. Mary E. Sweeney, 14 Greenwich st.
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Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
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MALE DEPARTMENT.
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MALE DEPARTMENT.
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Class 5. Edward Dalton, 8 Pine st.
Class 6. Mary C. Dalton, 7 Pine st.
Class 7. Maurice Mahoney, 26 Washington st.
Class 8. Bridget Casey, 9 Rector st.
Class 9. John Strick, 14 Rector st.
Class 10. Emma Horstman, 108 Washington st.
Class 11. Francis Simons, 30 Rector st.
Class 12. Nellie Fitzgerald, 15 Greenwich st.

and health of both teachers and pupils should be considered in preference to a matter of two or three hundred dollars.

The President suggested the reference of the resolution to the Committee on Buildings, etc.

Commissioner VAN VORST asked that it be "with power."

The President negatived this, as the appropriation to carry out the purpose must necessarily be considered by the Finance Committee. The resolution was referred to the Committee on Buildings.

Commissioner LEWIS offered the following resolution:

"Resolved, That the schools under the jurisdiction of this Board be closed on Friday next, February 23d inst."

[An old By-law, now repealed, provided that where a public holiday occurred on Thursday, the Friday following should be a *die non*.—*REF.*]

The resolution was adopted by a close vote of six to five, as follows:

AFFIRMATIVE.
Commissioners Smythe, Lewis, Duray, Wood, Jarvis, Fancher.

NEGATIVE.
Brennan, Van Vorst, Sands, Gross, England.

The Committee on Teachers presented their report on the case of Alexander Morehouse, which was laid over under the rule.

The same committee also presented a report in the case of Miss Lillie Swayne supporting her appeal, which was also laid over under the rule.

Commissioner LEWIS, from the Committee on Buildings, Repairs, etc., reported in favor of leasing No. 116 Ludlow street at \$4,000 per annum during the rebuilding of Primary School Building No. 1. Laid over under the rule.

Commissioner LEWIS, from the same committee, reported in favor of giving authority to the Trustees of the Seventeenth Ward to advertise for new furniture for the new Grammar School No. 25. Laid over under the rule.

Commissioner ENGLAND, from the Committee on Course of Studies, etc., reported favorably on the request of the Trustees of the Twenty-first Ward to be allowed to transfer the seventh and eighth grades of grammar schools to the rooms of Primary School No. 16. Laid over under the rule.

Commissioner ENGLAND, from the same committee, reported in favor of permitting the Trustees of the Seventeenth Ward to advertise for proposals for heating the new Grammar School building No. 25. Laid over under the rule.

Commissioner WOOD, from the Committee on Normal College, Evening and Colored Schools, presented a report in favor of appointing Miss Sarah L. Williams Assistant Teacher in Colored School No. 2, at a salary of \$400. He asked unanimous consent to the adoption of the accompanying resolution, as the predecessor of Miss Williams had died and the school needed an immediate filling of the place. The report and accompanying resolution were adopted.

Commissioner WOOD, from the same committee, presented a report recommending the appointment of Miss Hattie M. Patterson as Critic Teacher in the Model Primary School, *vice* Ella C. Dey, resigned. He asked immediate attention to this, as Miss Dey had left, and a teacher in her place was required at once. The report and accompanying resolution were, by unanimous consent, adopted.

Commissioner SANDS, from the Auditing Committee, recommended the payment of the following bills:

A. Macy, five acres..... \$5 50
The Sun, advertising..... 5 00
The World Company, advertising..... 7 50
Henry Kiddle, postage stamps..... 10 00
D. Stanton, engraving..... 100 00
Slote, Woodman & Co., stationery, etc..... 125 15
N. Y. School Journal, printing..... 125 75
John Hanson, repairs to hall..... 26 47
Thomas Reynold, repairing clock..... 3 50
L. D. Klerman, postage, etc..... 10 00

The report was by unanimous consent, adopted.

Under the head of unfinished business, the following reports laid over at the last meeting were adopted:

"Resolved, That the sum of fifty-six thousand two hundred and thirty-five dollars (\$56,235) be and the same is hereby appropriated for the purpose of rebuilding Primary School-house No. 1, in the Tenth Ward, but no part of said money to be paid until the school officers of said ward shall have duly filed the contracts to be entered into by them for that purpose, together with such security as shall be satisfactory to the Finance Committee, for the faithful performance of said contracts, and against the lien law, nor until said contracts shall have been approved by said committee as to the form thereof, and the amount and time of payment of installments—the work to be done under the direction of the Superintendent of School Buildings and the school officers of the ward, and no payment to be made except upon the certificate of said Superintendent that the work has been done in a satisfactory manner."

The resolution of Commissioner LEWIS, cancelling certain old outstanding warrants.

The following resolution from Commissioner LEWIS, of the Auditing Committee:

"Resolved, That the sum of seven thousand eight hundred and ninety-three dollars and ninety-six cents (\$7,933.96) be and the same is hereby appropriated from the reserved fund of 1871, in payment of bills for heating apparatus and stoves, and \$491 for cleaning and repairing furniture and whitewashing in the Ninth Ward."

The following resolution from Commissioner Gross, of the Teachers' Committee:

"Resolved, That William Belden, Principal of Grammar School No. 44, in the Fifth

Ward, be granted leave of absence for three months, from January 1, 1872, provided he employ a suitable substitute, at his own expense, to take charge of the first class."

The following from Commissioner Brennan, of the Committee on Supplies:

"Resolved, That as the services of Bernard K. Murphy and John Killalee are no longer needed, they be and are hereby discharged from duty from and after the 1st day of February, 1872."

And a resolution from Commissioner Sands, of the Auditing Committee, in favor of paying various small bills for incidental expenses.

The Board then adjourned.

News from the Schools.

COLLEGE OF THE CITY OF NEW YORK.—The examinations of the College of the City of New York resulted as follows:

Senior Class.

General Standing.—1, H. L. Thornell; 2, R. Van Santvoord; 3, E. Hochheimer; 4, J. L. Woodward; 5, L. Putzel.

Astronomy.—1, R. Van Santvoord; 2, H. L. Thornell; 3, E. Hochheimer; 4, A. Beach; 5, L. Putzel.

Languages.—1, L. Putzel; 2, S. J. Strauss; 3, H. Van Kleeck; 4, J. L. Woodward; 5, H. L. Thornell.

Law.—1, J. L. Woodward; 2, O. Birnbaum; 3, R. Van Santvoord; 4, L. H. Thornell; 5, E. Hochheimer.

Junior Class.

General Standing.—1, L. H. Rullman; 2, W. A. Rabock; 3, E. Guttsell; 4, B. Lewinson; 5, H. Muller; 6, J. S. Battell; 7, H. N. Tift.

Physics.—1, B. Lewinson, F. Huber, J. S. Battell, J. S. Battell, C. A. Hart; 6, Muller, W. Jarvis, C. P. Fagnani.

Metaphysics.—1, E. M. Colie, H. N. Tift; 2, J. S. Battell; 4, A. Bach, W. A. Rabock; 6, H. Muller; 7, S. Kohn.

Mechanics.—1, W. A. Rabock; 2, Chr. Gregory; 3, L. E. Jones; 4, H. N. Tift; 5, E. Guttsell; 6, B. Lewinson and L. H. Pullman.

Classics.—H. Muller; 3, J. S. Battell; 4, Chr. Gregory; 5, C. P. Fagnani.

German.—B. Lewinson; 2, F. Huber; 3, A. Walther; 4, W. Sussdorf.

Spanish.—E. Guttsell; 2, W. A. Rabock; 3, C. W. Fisher; 4, A. Hasselbacher.

English Literature.—1, S. Kohn; 2, L. E. Jones and E. Jennings; 4, Fagnani, F. Lyons and A. B. Crispy; 7, W. Jarvis.

Sophomore Class.

General Standing.—1, R. P. Williams; 2, R. L. Sweeney; 3, W. A. Murray; 4, S. Lachman; 5, H. Meyer; 6, J. Goldbacher; 7, W. A. Dix; 8, W. Demarest; 9, W. Carlin; 10, W. A. Thornell.

Calculus.—1, Lachman; 2, Williams; 3, Schack; 4, Murray; 5, Stieglitz, Sweeney and Van Pelt.

Logic.—1, Williams; 2, Sweeney; 3, Schack; 4, Lachman; 5, Thornell; 6, Eastman; 7, Dix; 8, H. Meyer.

French.—1, Williams; 2, Goldbacher; 3, Turney; 4, Richard.

German.—1, Williams; 2, Lichtenstein; 3, H. Meyer; 4, Thornell.

Classics.—1, Lachman; 2, Murray; 3, Schack; 4, Dix.

Drawing.—1, Busche, Sweeney, Dowd and Livingston; 4, Man, Demarest, Richard and Stieglitz.

Synonymy.—1, Lachman; 2, Williams; 3, Schack; 4, Thornell; 5, Dix and Stieglitz; 7, Murray; 8, Van Pelt.

Freshman Class.

Descriptive Geometry.—1, Jeremiah; 2, Muller; 3, Tutthill; 4, Young; 5, Stevens; 6, Crawford; 7, Newton; 8, Messter.

Natural History.—1, Goldsmith; 2, Alldred; 3, Larremore; 4, Jeremiah; 5, McAdam; 6, Putzel; 7, Wessels; 8, Aterbury.

French.—1, Crawford; 2, Alexander; 3, Mahony; 4, Wallace.

German.—1, Falkenau; 2, Crawford; 3, Well; 4, Werner.

Spanish.—1, Wessels; 2, Stevens.

Introductory Class.

German.—1, Lewinson; 2, Prager; 3, Davidson; 4, Deppermann.

French.—1, Rose and Sosnowski; 3, Sahlinger; 4, Dohse.

Latin.—1, Kenyon; 2, Burchard; 3, Murray; 4, Rosenfeld.

Arithmetic.—1, Lemon; 2, Deppermann; 3, McArthur; 4, Plant; 5, Grossman; 6, Earl.

Book-keeping and Phonography.—1, Deppermann and Eichert; 3, Lemon; 4, De Le Roe and Wleaski; 6, Plant.

Algebra.—1, Kenyon; 2, Burchard and Henderson; 4, Rapp and Clarke; 6, Le Compte.

Anatomy.—1, Burchard; 2, Henry; 3, Le Compte and Kenyon; 5, Hopper and Hollerith.

Drawing.—1, Strouse, Haggerty, Beekman, Blauvelt, Klein, Kraus, Powell, Cook, Blauvelt, McCarty.

English.—1, Burchard; 2, Leonard; 3, Baldwin; 4, Donnelly; 5, Sever; 6, Henderson; 7, Rapp; 8, Treacy; 9, Le Compte.

The "General Standing" of freshmen and introductory classes could not be obtained by the time of going to press. We will print them though as soon as possible.

Freshman Class.

Trigonometry.—1, Muller; 2, Jeremiah; 3, Putzel; 4, Crawford; 5, Saar; 6, Mahoney and Alexander; 8, Tutthill.

Latin.—1, Muller; 2, Spencer and Fisher; 4, McCreery.

Greek.—1, Muller; 2, A. Cohn; 3, Tutthill, S. Kohn and Henel.

COLLEGE NOTES.

—The Clonian Society have elected the following officers for the ensuing term: President, S. J. Beach, '72; Vice-President,

E. Hochheimer, '72; Editor, D. Salomon, '72; Secretary, J. Grayhead, '74; Corresponding Secretary, Schack, '74; Treasurer, F. Huber, '73; Librarian, H. Loewenthal, '72.

—H. N. Tift has been elected President of the class of '73.

—For the joint meeting of both societies the Phrenocosmian Society has elected the following participants: Debaters, Messrs. Gulick and Hays; Declaimer, Mr. Leisner; Essayist, Mr. Lyons; Judge, Mr. McMaster.

WHAT WE GLEAN FROM THE "MICROCOSM."—There are in college 34 organizations of various kinds, as follows: Five Chapters of Secret Fraternities—Alpha Delta, 23 members; Delta, 34 members; Chi Psi, 10 members; Phi Kappa, 21 members; Phi Beta Kappa, 68 members.

Two Literary Societies—Clonina, 74 members; Phrenocosmia, 45 members. Two French Societies—S. G. L., 19 members; La Jeune France, 13 members. Three Boat Clubs, Twelve Secret Societies—Three Senior Class Societies, three Junior Class Societies, one Sophomore Class Society, one Freshman Class Society, four College Class Societies. Four Class Organizations—as always. Ten Miscellaneous Organizations—Historical Society, 10 members; Scientific Society, 16 members; Mineralogical Society, 10 members; '72 Chess Club, 6 members; '73 Chess Club, 4 members; '75 Chess Club, 8 members; Eating Club, 10 members; Glee Club of '73, 11 members; Socials of '73, 13 members; Omicron Plof of '73, 5 members. This makes in all 34 organizations, with an average of 25 members. Of these the Clonian Literary Society has most—namely, "74"—which certainly shows that students are far more interested in literary than in political affairs, though many societies of that kind exist.

—Messrs. Hochheimer, Fagnani and Davidson are the Committee of Arrangements for the Joint Meeting, which certainly promises to be a success.

—Mr. Ch. Roberts, Jr., LL.D., has kindly accepted an invitation to act as referee at the coming Joint Meeting.

RECEPTION OF GRAMMAR SCHOOL NO. 45.—Last Wednesday, Grammar School No. 45 held their semi-annual reception. It was announced to take place at ten o'clock, but long before that hour the guests began to arrive, and at about 9:45 A.M. the large room of the school was completely filled with men, women and children. The exercises were as follows:

Chorus—"Let the Words of my Mouth." Class—"The Lord's Prayer." Reading of the Scriptures.

Chorus—"O Praise the Lord." Section—"The Good and Beautiful." Miss H. Paper Song—"Come, Birdie, Come." Miss Annie Naramore Composition—"Mission of a Sunbeam." Miss E. Farley Chorus—"Join the Band." Mrs. J. C. Farley Recitation—"French Poem." Miss Emily C. Chorus—"Haste me to Join the Merry Banquet." Section—"The Good and Beautiful." Miss H. Paper Song—"The Miller's Song." Miss Annie Naramore Solo—"Are there Dances in Heaven?" Miss M. Walker Chorus—"The Old and New." Miss C. H. Walker Chorus—"Cherry Ripen." Piano Duet.—Misses M. and Kate Webster Section—"Mrs. Caudle on reading Pops." Mrs. Mary Correll Chorus—"Contentment."

Chorus—"The Good and Beautiful." Miss Annie Naramore Solo and Semi-Chorus—"Let me Dance on the clouds." Recitation—"The Young Gray Head." Miss M. H. Lachman—"The Name of the Lord." Recitation—"Mother and Poet." Miss E. Traver Chorus—"Protest us through the coming night."

Section—"The Good and Beautiful." Mrs. John Dickinson Distribution of semi-annual certificates.

"The Young Gray Head," by Miss Marion Hale, was received with repeated applause. The next in order was the recitation, "Mother and the Poet," by Miss Estella Traver, which was very well delivered. Of the singing we can say that it was most beautiful, and especially "The Miller's Song," by Miss Annie Naramore. The "Mission of a Sunbeam," by Miss Joie Parilly, was also very fine.

Among the guests present were Rev. Cyrus D. Foss, Dr. Howe, Rev. John Dickinson, Mr. Kelly, Mr. Delameter; also many of the graduates of that school—Helen Oberdorfer, Florence Wheelwright, Julia Ash, Theresa Lichten, Clara Sands, Gertie Marse, Mary Bogardus, Mary Budd and Emma Bertine.

GRAMMAR SCHOOL NO. 23.—The presentation of a valuable collection of books was made to the pupils of the class of Miss Ellen Maguire, of Grammar School No. 23, in City Hall place, Friday afternoon. The presents were procured and paid for by the Trustees of the Sixth Ward, and were presented by the Trustees, through Mr. Thos. D. Conroy, to the pupils as a mark of respect to their highly esteemed teacher, Miss Ellen Maguire. Among the prominent gentlemen present were Mr. Sweeney, Principal of Grammar School No. 24; Mr. Wm. Mullaney, Principal of Grammar School No. 23, and School Commissioner Hon. Timothy Brennan. The affair passed off pleasantly, and the greatest harmony prevailed throughout, to the satisfaction of all present.

EVENING SCHOOL RECEPTION.—Last Friday evening the annual reception of Male Evening School No. 16 was given at the school-house. The attendance was made up principally of the friends and parents of the scholars, and the entire board of officers of that ward. The exercises consisted of orations, declamation, vocalism, &c. Master Adolph Rosenthal spoke on the subject of "Who Pays the Taxes?" answering that query to his own satisfaction and that of the audience. Master Morris Cohn held forth on the "Execution of Montrose." The entertainment was very interesting, and concluded by addresses of the trustees and the distribution of certificates.

The school officers of the Ninth Ward met last Monday and awarded to Robert Paton, for \$243, the contract for furnishing

class rooms in Grammar School No. 41, and \$253 for furnishing class rooms in Grammar School No. 3.

Mayor Hall has appointed Richard Knabe school trustee of the Sixth Ward, *vice* John V. Haik, resigned.

Teachers desiring to purchase music should call upon John Daly, corner of Eighth avenue and Nineteenth street. He has a very large assortment and sells at moderate rates.

THE HERALD ALMANAC for 1873 is a credit to the great paper from whose office it emanates. There is hardly a class in the community that will not find something in its pages particularly directed to its special interest and instruction, while as a book of reference it is invaluable to all. The compilation of such varied information in so attractive a form proves that the work was undertaken with a spirit of more than emulation—with a determination, in fact, to make it so much excel all that has gone before it as to render competition and rivalry in almanac compilation hopeless in the future.

In its 240 pages will be found the fullest and most accurate electoral returns of all the States and Territories, by towns and counties, in which elections were held in 1871, with electoral returns of other States in which no elections were held in any late preceding year, showing the gain and loss to political parties—the comparative vote between the highest State officers elected and their opponents, and that cast for President in 1868. To every earnest voter in the land these electoral returns will be of interest, while to the officials and officeholders of every grade in the several States and under the Federal Government they will be invaluable as tests in predicated the result of the coming Presidential and State elections throughout the country. There is also given the comparative vote for President in 1860, 1864 and 1868. Its governmental record gives the names of the Executive and Cabinet; the names of the principal officials in the various departments; list of 1 residents and their Cabinets from the formation of the Government; the political status of both Houses of Congress, with biographical sketches of the members of each; the standing and select committees of both Houses; the names of the Executives of the different States and State officers; the expiration of official terms and the political status of the several State Legislatures. Its financial department gives the daily rate of exchange for the past year, with tables of imports and exports, expenditures, debt and revenue of the government; daily quotations of railroad stock and Government bonds, weekly and daily quotations of the flour and cotton markets. Its agricultural statistics, astronomical and mean time tables, chronological records, its mail and postal information, are the fullest and most complete ever published. Its list of missing heirs is a special feature of great interest. Its mariner's guide and weather signals, with explanations, will be found invaluable to the pilot, the mariner and seafarer. Under the head of law are given the times and places of holding courts in the various towns and counties in the State. There is also a full list of the principal yacht clubs in the country, with the names of yachts, capacity, owners, etc. In short, the "Herald Almanac" is a compendium or information gathered from every source, which makes it a most a necessity to every man in the community.

Its price is twenty-five cents, and it is sent free by mail to every part of the United States.

GENERAL INFORMATION.

WHY EVERY LADY CAN HAVE A SEWING MACHINE.—I cannot afford to buy a sewing machine" is a very common remark; but we never heard it said, "I do not want one." Those who call at 43 Bleeker street, between Broadway and Bowers, will be furnished by the New York Machine Sewing Company with a first-class sewing machine on monthly installments of from \$5 to \$10 per month, payable in work at home, or in cash payments, or part cash and part work. Cash will be paid to the operator at the end of each month for all money earned above the regular monthly installments. Instructions free.

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INSTRUCTION IN PENMANSHIP.

BY H. W. ELLSWORTH.

I.—TEACHING BEGINNERS.

To the beginner in writing the clean white sheet of paper is like the broad expanse of ocean to the landman. But fortunately, or unfortunately, for him who launches forth upon its surface, his course is not a trackless one. Of latitude and departure and their laws he is in blissful ignorance, and nothing short of shipwreck and sad experience will convince him of the necessity of "taking observations" and "looking to his reckonings." Worse than useless, also, are the helm and compass without a knowledge of the laws which govern them, and an intimate acquaintance with their uses; and hideous are the freaks of the pen in hands guided by heads ignorant of its wonderful capabilities.

It is the province of the teacher to pilot the young adventurer safely through the labyrinth of experiment by the shortest course to the haven of successful experience, explaining on the way the principles and laws which lead thereto, as rules for future guidance.

The interrogatories of *when* and *where*, and *what* and *how* must be successfully answered by the method introduced; and the essentials of form and movement, must be shown in all their applications. He must be taught that *UNIFORMITY* is to writing what the law of gravitation is to bodies; a steadfast principle ranging all things parallel—at once the gauge of *size* and *shape* and *slant* and *shade* and *space* throughout.

The laws of *proportion* and *symmetry* must be shown by nature's rule, and harmony explained in curve and stroke.

The law of *HABIT* (not the last or least) must be enforced by neatness, order and exactness. Truly then the task is great, and only hands of skill and power should grasp the helm.

We shall now proceed to sketch, briefly, our method and views upon the following leading topics in teaching beginners:

1. When to commence writing.
2. What to write, what to write on, in and with.
3. Where to begin.
4. How to proceed.
5. How much to write.

FIRST—WHEN TO COMMENCE.—We hold that every child should begin writing as soon as reading, and that the two exercises should proceed together—that is, when a letter or word is taught the eye, it is but partly taught until reproduced by the hand.

To this end the script forms of letters should accompany the print in all primary lessons, and the forms of letters should be impressed upon the child's mind by charts and carefully written black-board exercises, which should form the necessary furniture of every school-room; for we all know by reflection it is these mental pictures with which our minds are stored that we reproduce throughout life, and that first impressions are clung to with a tenacity which after-judgment cannot overcome.

SECOND—WHAT TO WRITE.—Beginners must first know and produce the forms of letters and words as such, even though these forms be crude and indifferently executed. Hence, first lessons should be on slates, slatted surfaces or black-boards, afterward upon paper, with pencil, by tracing letters with the pen, and, finally, by direct imitation of copies with and without guiding lines, then from dictation.

THIRD—WHERE TO COMMENCE.—Commence with the simplest forms, those most easily comprehended and executed by the inexperienced eye and hand, and especially such as are components of other forms, and produced by a similar movement. Of such are *s, u, v, etc.*; *on, in, on, in, etc.*

Next to the form and proportion of letters and words come their arrangement and position.

FOURTH—HOW TO PROCEED.—The method of procedure may vary with the number to be taught; but the ideas presented are alike in all cases.

The first step is to secure the attention, and this is done by interesting the child or class.

This can be done in many ways, when the natural desire to learn to write relaxes, such as by happy illustration, emulation, or reward; but seldom by fear or punishment, which withers attempt.

The attention secured, habits of observation should next be inculcated—first, notice general form, as straight, curved, round, square, or oval; then direction, as up, down, right, left, etc.; then position, as erect, sloping, horizontal, etc.; then size, as large, small, larger or smaller than copy, etc.

Then teach spacing and arrangement.

FIFTH—HOW MUCH AT A LESSON.—The only rule or determining how much shall be given at a lesson is to give only so much as can be done well, and continue the exercise only so long as the interest continues unabated, whether it be fifteen minutes or sixty, provided the time can be afforded.

SLATE WRITING.

Slates and pencils are the readiest means of teaching the formation of letters and words to beginners, provided always that pencils of proper length are used, and the manner of holding them in the fingers made to correspond with proper pen-holding, which is to follow. But it should not be forgotten that pencil writing is not penmanship, nor an equivalent for it; for aside from the fact that slates are scarcely ever used out of school, the regulation of pressure to write with a pencil is quite the reverse of that required for penmanship. The loss of practice too in learning to han-

dle the pen is a serious matter if pencil writing is carried to the extreme we fear it frequently is, leaving no time to form the handwriting at school.

The plan of the exercise should be something like the following:

First.—Clean slates thoroughly and cause horizontal lines to be drawn at the proper distances apart for the height of the body letters.

Second.—Write or hang the copy so that the entire class may see it plainly. Let it be a letter, success on of letters, or a word, according to the proficiency of the class, and always correspond in style with the standards afterward to be met in the copy book.

Third.—Require it copied exactly upon the slates with respect to form and arrangement—once, twice or any specified number of times by each child, permitting them to erase and correct any letter with which they are not satisfied.

Fourth.—Pass the slates to the right, giving each child the slate of the one next to him for examination and correction of errors.

Errors of form may be indicated by a small cross at the point where found.

Fifth.—A time may then be allowed for each child to show and explain to the writer the error, wherein it consists, and any disagreement between them may be settled by appeal to the teacher. A certain number of recognized errors in the exercise may be accounted a failure; a less number imperfect; and no errors may constitute a perfect lesson.

Care should be taken to explain all the errors for which they are to be held accountable, beforehand, with ample illustrations upon the black-board of correct and incorrect formation. This method may be combined with the spelling exercise after a time and errors in both writing and orthography noted at the same exercise, using a distinct mark to indicate each.

Finally, pen, paper and ink may be substituted for pencil and slate, and the exercise continued without permitting alterations to be made by the writer.

HOW I TAUGHT A YOUNGSTER TO

WRITE VERSE.

BY TOM MOOD.

I found this youngster very busily engaged in trying to solve some of the numerous double acrostics and other puzzles that are so popular in the various periodicals now-a-days. Although some people abuse those ingenious puzzles, I cannot at all agree with them; and for boys, at any rate, I consider them an excellent exercise; for they set them to work furnishing up history, geography, zoology and no one knows how many moreographies and ologies—and all by way of pastime.

Why don't you write your answers in verse? I inquired of the youngster, who replied with an incredulous look as if he thought I was chaffing him, "I don't know how!"

Would you like to learn? was the next question, met with a ready if not very sanguine affirmative.

It is not so difficult as it seems, said I. No doubt at first—until you understood their mechanism—it seemed quite as difficult to you to answer those double acrostics at all, as it does now to answer them in verse. You'll find it is not such a very hard matter—like a great many other things—if you only know how to do it. When once Columbus had contrived to stand the egg up on one end everybody was able to understand how it was to be done. Now then, I'll show you how to stand this egg on one end. What do you know about verse at present? What is meant by verse?

"Anything written in lines."

That's near enough: a composition—shall we say?—written in lines of a certain measure. Now, then, what constitutes the measure? How do you measure off the lines?

"By the feet."

By the metrical foot, of course, that is—by the feet consisting of twelve inches. By the way, of what do metrical feet consist?

"Syllables."

Right! You've not very long been taught to read Latin verse, I fancy. What's the book?

"Ovid. That's in hexameters, six feet, either dactyls or spondee—except the sixth which must be a spondee, the fifth being usually a dactyl."

We'll talk about that presently. In the meantime, are there any boys at your school who do Latin verses? I thought so—and some of them are very good hands at it.

"Oh yes, some fellows can turn out half a dozen set of verses on the same subject."

But you never heard any of the masters recommend the best verse-writer in the school to write an additional book of Ovid—a liber sixteen!

"No! of course not!"

No! Not even though his verses never require any corrections. We will put a pin in there, if you please, and stop while I explain to you that what I hope to teach you is to write English verse. That can be taught as easily as Greek or Latin verse—that is, as far as the mere mechanism goes. But don't you for one moment fall into the mistake of supposing I pretend to teach you to write poetry. Take a similar case: I can teach you how many penny-weights go to an ounce, how many ounces to a pound—or how many inches go to a foot, how many feet to a yard. But it will depend wholly and solely upon what you have in your shop, whether you weigh out coals and pota-

toes, or grapes and melons; whether you measure off velvet or fustian. To know how to write verse will never make you a poet, any more than a knowledge of grammar and spelling will make you an essayist or an historian. As far as I can see it, the only thing that a knowledge of writing verse will do for you with regard to poetry will be—and I hope it will—to teach you better than to suppose you've written a poem, when you've only turned out a neat copy of verses. Verse-writing is an elegant accomplishment, calculated to improve your taste, your pronunciation, and perhaps your style. It is not so very long ago that it was expected of a gentleman with any pretension to education, that he should be able, when the occasion arose, to turn a fair copy of verses. It's an antique fashion I should very greatly like to see revived.

However, to return to our lesson! Our verse-measure in Ovid, you say, is hexameter—that is, six feet in a line; and the line consists of dactyls and spondee. We will start with that for present purposes, though a line may consist of a greater or less number of feet, and the feet may be anything you please, from a Pyrrhic to an Amphimacer. I think there are nearly thirty different sorts of feet in Latin verse; but we will stick to your example to begin with. What are the feet in Ovid?

"Dactyls and spondee—the dactyl consisting of a long syllable followed by two short, and the spondee consisting of two long."

And as two shorts are supposed to equal one long, you may, with certain exceptions, put a dactyl for a spondee, or a spondee for a dactyl. Let us see how you scan your first line—

In nova fert animus mutatas dicere formas.
"In nova, dactyl; fert ans, dactyl; mus mu, spondee; tatus, spondee; dicere, dactyl; formas, spondee."

That's right; well now, let us see how we can apply that rule to English verse. There are no long and shorts to begin with! In their places we have accented and unaccented syllables—the accent answering to the long quantity, the non-accent to the short. Thus, for instance, the word "merrily," in which the accent falls on the first syllable, will answer for dactyl. For spondee we have no real equivalents, for by the genius of our language two accented syllables rarely follow each other. But we will discuss that matter more in detail when we come to consider the different kinds of feet. I suppose you know the importance of accent in English—in some cases it makes the difference between the noun and the verb; for instance as absent, absent-tribute, attribute, or it distinguishes different meanings, as in entrance, entrance.

When we come to write verse, however, I fancy it will make it plainer to you if, instead of using the accent, I put the accented syllable into italics—as if I drew my pen under it—which will show you where the stress is.

Now, let us take stock again! Verse, we find, so far means a composition in lines of a certain measure, the measure being determined by the number of feet, and the feet consisting of a given number of long or short, or of accented and unaccented syllables. Is that all we want? We will see! Just take that volume, the "Modern Speaker and Reciter," which is lying beside you, and open on some verse—open about the middle, where the serious readings are. Begin to read from the top line on the left-hand page. What is the heading? "Dora."

"But now sir, let me have my boy, for you will make him hard, and he will learn to slight his father's memory—and take Dora back, and let all this be as it was before."

That will do! Curiously enough you have hit upon a good example of verse, as far as our definition at present goes. This is blank verse. This is a decasyllable, or ten-syllable line, as far as the measure goes; and as to the nature of the feet it is iambic, that is, each foot consists of two syllables, an unaccented followed by an accented one. In Latin or Greek it would be a short syllable followed by a long. So far, so good; but what I want to get at is something which distinguishes English verse from classical verse very decidedly—so try again. Open a little further on, and read as before.

"I have opened at another page, 'We are Seven.' It begins in this way at the left-hand top corner:

"She had a rustic woodland air
And she was wildly lad;
Her eyes were fair, and very fair—
Her beauty made me glad!"

Come, we have hit upon it this time! Can you guess what I wanted?

"These lines are in rhyme. There are no rhymes I know in Latin or Greek."

No! though some of the learned monks tried their hands at jingling Latin measures. Indeed, I am not sure that they are to be sneered at for it altogether, when I remember the solemn sort of echo which the rhyme gives to the fine old "Dies iræ, Dies illa." But at any rate, the classical folk themselves seem to have had no ear for rhyme. And by the way, my young friend, before we go any further, suppose we see whether you have a distinct understanding of what rhyme is. What is rhyme?

"Two words sounding alike?"

Hardly precise enough for a definition, I think. A rhyme is a correspondence of sound in the terminal syllable or syllables of two (or more) words. The most important thing for you to remember is that rhyme refers to sound. Keep that clearly in mind, and then I hope you will avoid a pit-

fall which betrays many a would-be versifier—namely, the notion of "a rhyme to the eye." Two flowers may be the same in color, but they do not rhyme; they may smell alike, but they do not rhyme. You might as well talk of their being the same color to the nose, or the same perfume to the ear, as you might say that two words have a corresponding sound to the eye. You do not apprehend sound by the optic nerve, any more than you see with your olfactory or smell with your auriculars.

Now, we will be very careful in laying down a definition of a rhyme. A rhyme may be one of one, two, or more syllables; and first of all, you must have a word, to which you give a rhyme; for it takes at least two words to make a rhyme, as it needs two to make a quarrel. Having got this much, we go on to state that—

1st. The rhyme must begin on an accented syllable, to rhyme with an accented syllable in the first word.

2d. From the vowel of that accented syllable to the end of the rhyme (whether of one or more syllables) the correspondence in sound with the same part of the word which is to be rhymed, must be not merely similar, but absolutely identical.

3d. But the consonant or consonants preceding the accented vowel must be different from those which precede the vowel in the corresponding portion of the original word; or in cases where either rhyme-syllable begins with the accented vowel, or with an aspirate, the corresponding rhyme-syllable must begin differently.

Let's try an example. What shall we rhyme?

"Oh!"

That will do! As the easiest way for a beginner you had better write yourself down the alphabet in a column, and run your rhyme down it. I don't go far before I find a rhyme. I don't like to say "Bo!" to you, because there is a nice proverb about the sort of biped for whom that remark is intended. But we can say "b w," meaning an archer's weapon. Then come "dough," "foe," "go," "hoe," and a lot of others, as your column will show you. But mind "ow" will not do! At the same time, if you had said "row" instead of "oh," you may fairly rhyme it with "crow," as "low" with "blow," because though in these cases the "l" and "r" immediately precede the accented vowel, "cr" and "bl" are very different sounds from the simple consonant. And talking of that, now that you have a rough rhyming dictionary in that column of alphabet, let us make it a little more comprehensive if we can. Under your z write "ah," "th," "ch" and "ph," "l" and "r," in combination with the various letters;—as bl which you need not write down, for you'll soon get the knack of rhyming without this ladder—and "a" before various letters." With that, I think we will finish the lesson for to-day. We have got verse as far as measure, feet and rhyme, fairly sketched out. The different measures and the different feet will be subjects for further consideration. In the meantime, if you want something to do, take your rhyming dictionary ladder, and pitching on a single syllable word, are how many rhymes you can find for it. But please remember the rhymes must be corresponding in sound, and not necessarily in spelling or anything else.

The Library.

THE ECLECTIC SERIES OF GEOGRAPHIES, by A. Von Steinwehr and D. G. Brinton. Complete in three books. No. 1, Primary; No. 2, Intermediate; No. 3, School. Wilson, Hinkle & Co., 28 Bond Street, New York.

This series consists of three books, each differing from the others in scope and treatment but having the same arrangement of topics and materials in all. It seems to us that care has been taken to distribute the topics in the right places. Mathematical and physical geography does not encroach on political geography, but each is assigned its proper limit.

The maps are both physical and political, and in point of accuracy and finish compare favorably with those officially issued by the various governments. A difficult department of map construction is the delineation of the surface elevations. To present to the eye a clear picture of the earth's surface and not alone the mere location of cities, rivers, etc., should be the aim of map designers. We are pleased to notice that this idea has been successfully maintained in the maps before us.

Due attention is given to the important feature of map-drawing. This is upon a uniform and simple plan which terminates in familiarizing the pupil with a scientific method of parallels and meridians, from which he is enabled both to draw the map of any part of the world and to show its exact position on the globe.

Upon a careful inspection of these books we note certain merits of classification. For example, the States of the Union are treated in groups, each characterized by some special physical conformation, and each complete in itself.

We note also much new and interesting matter not usually appreciated in geographical teaching. As indicative of the freshness and scientific character of these treatises we quote the following questions, the answers to which appear in the text in clear and concise language:

"Into what four regions are the United States divided as regards vegetation. Describe the forest region—the prairie region—the steppe region—the Pacific region. Describe the Atlantic Coast Plain. What cities lie near the ridge which separates the tide-water section from the hilly country."

"What valley is inclosed by the Rocky Mountains in New Mexico?"
"Name four parks inclosed by the Rocky Mountains in Colorado."

"What mountain system is the chief water shed of the continent?"
"Why are the interior plateaus of North America so dry?"

"What animals are peculiar to the Andes?"
"Into how many belts is Europe divided as regards vegetation?"

"Name the characteristic plants in the southern belt."
"Name the Celtic nationalities."

"Which portion of Asia has no drainage into the ocean?"
"Name the principal Aryan nations?"

The publishers and authors of the Eclectic Geographies have been eminently successful in producing a series of text-books most masterly in plan, style and execution. They have presented a scientific treatment of the subject regarding the surface of the earth in its physical features and the relations the various races sustain to it and to each other.

From the care bestowed upon these treatises, their excellent material and typography, and their truly scientific character, they will undoubtedly be widely appreciated and extensively used.

MONTEITH'S FIRST LESSONS IN GEOGRAPHY. New York: A. S. Barnes & Co.

MONTEITH'S MANUAL OF GEOGRAPHY. New York: A. S. Barnes & Co.

INTRODUCTION TO MONTEITH'S MANUAL OF GEOGRAPHY. New York: A. S. Barnes & Co.

MONTEITH'S PHYSICAL AND POLITICAL GEOGRAPHY. A. S. Barnes & Co., New York and Chicago.

McNALLY'S SYSTEM OF GEOGRAPHY. New York: A. S. Barnes & Co.

These books are plainly intended as a progressive series of books of instruction in geography, commencing with the little ones who have just learned to tie their letters together into syllables and words, and whose instruction must be somewhat of the Kindergarten order, by oral talk and explanation.

The last of the series is suited to scholars of that age where hard fact must be studied to bring out mental bone from mental gliss.

The last is all teacher and aid to teacher.

The last is all study and aid to the student.

Nevertheless the first gives true geographical information and prepares for a more thorough knowledge. The last is relieved by illustrations outside of the dry maps, distances and forms which constitute the substance of geographic knowledge. The intermediate books give something of the sciences, which, while too advanced for schoolboys in their harder form, make the true interest of geography, physical geography, history, geology and the distribution of animals and the races of man.

THE PHRENOLOGICAL JOURNAL treats its friends this month to some instructive articles on "Fish-culture in America" and "Ague and Fever," a sketch and illustration of Attorney-General Williams, and a paper on "Writing for the Press," which possesses considerable merit. Its sketches of Rev. George H. Hepworth and the late James Fisk, Jr., will be read with more than ordinary interest.

FRANK LESLIE'S LADY'S MAGAZINE for March comes to us as full as ever with its beautiful plates and fashionable intelligence and light literature. Of all his numerous publications this is decidedly the best that Leslie publishes. No wonder it is crowding all the old magazines to the wall.

POOR MISS FINCH. By Wilkie Collins. Harper and Sons, New York.

This beautiful and fascinating story, the latest effort of this renowned novelist, is issued promptly, and in the most attractive form, by New York's most popular and enterprising publishers. The work is embellished with engravings.

THE FLIES AND THE SPIDERS.

FROM THE GERMAN.

"Why has God created the flies and spiders?" a young prince once said to himself; "such insects are of no use to man; and had I the power, I would cause them to disappear from the earth."

One day, during a war, this prince was obliged to flee before the enemy. At night, being very much fatigued, he lay down under a tree in the middle of a forest, and soon fell fast asleep. He was discovered by one of the enemy's soldiers, who glided softly up to him, sword in hand, intending to kill him. At this moment a fly suddenly alighted on the cheek of the prince and stung him so sharply that he awoke. He started up, drew his sword, and fought with the soldier, and at last escaped. Then the prince went and hid himself in a cavern of the same forest. During the night a spider spun his thread across the entrance. Two soldiers, who were in search of the fugitive prince, came so near the cave that he could hear their conversation.

"Look," said one, "no doubt he is hidden here."

"No," replied the other, "he could not have entered without tearing down the spider's web."

As soon as they had gone, the prince cried out with emotion, raising his hands to heaven. "Oh, my God! what gratitude do I not owe Thee? Thou didst save my life yesterday by means of a fly, and to-day Thou hast preserved me by means of a spider. Truly there are use and purpose in all the works of thy creation."

Wise and Otherwise.

An American writer calls the ceremony of young ladies kissing each other, "a dreadful waste of the raw material."

A country editor thinks that Richelieu, who declared that "the pen is mightier than the sword," ought to have spoken a good word for the scissors.

A little Danbury girl, when asked by her mother about suspicious little bites in the sides of a dozen choice apples, answered, "Perhaps, mamma, they may have been frost-bitten; it was so cold last night." The mother retorted.

At the late Plymouth Church picnic, Mr. Beecher was asked why he did not dance. "There is but one reason," he replied, "I do not know how. The only dancing I ever did was when my father furnished the music, and used me as a fiddle. I took all the steps then."

The University of Wisconsin appears to find no lack of poets of the first order, if we may judge from the following extract from the *Press*: "The Class Poet of the Seniors has begun the Class Song with the following pathetic strain:

"The sweet to court; but, oh, how bitter
To court a girl, and not to get her!"

A school class at Johnstown, Wis., is in a condition of uncertainty regarding the composition parts of class. At an examination last week one of them thought it was made of snow, another was of the opinion that the ingredients were milk and water, while a third insisted that it was nothing else than petrified Dutch cheese. Number three was sent to the head. The class takes up astronomy next term.

The following sentence appears in an address read before the Cumberland County Teachers' Institute at the recent session: "Fiercely the fiery flames enwrap Chicago's unrivaled greatness, leap her lofty domes and spires, and in their unrelenting fury lick the shivered stars in the dome of the scorching sky." "Lick the shivered stars in the dome of the scorching sky," is a figure of speech that could only be born of a most fertile fancy.

BURYING A FORT.—In 1696 a large Russian army besieged the Turkish fort of Azof, which was situated on a plain, strongly fortified, and had a small but well-disciplined garrison. No common approaches could be made to it, and Turkish cannon swept the level with iron hail. In this case the engineering skill of the Russians was baffled; but General Patrick Gordon, the right-hand man of Peter the Great, and the only one for whose death it is said he ever shed a tear, being determined to take the place at any cost, proposed to bury it with earth by gradual approaches. He had a large army; the soil of the plain was light and deep, and he set twelve thousand men to work with spades, throwing up a high circumvallation of earth, and advancing nearer and nearer every day to the place, by throwing the huge earth wall before them in advance. The men were kept in gangs, working day and night, the earth being thrown from one to another like the steps of a stair, the top gang taking the lowest place every half hour in succession. In five weeks the huge earth wall was carried forward nearly one mile until it rose to and above the highest ramparts, and the earth began to roll over them. This caused the Turkish governor to hang out the white flag and give in. Had he not done so, General Gordon would have buried the fortress.

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	Cost.	Present Value.
Banking House and Lot.....	151,548 03	300,000 00
Bonds and Mortgages, being first liens on Real Estate valued at \$4,000,000.....	3,816,875 00	3,816,875 00
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United States 10-40 Reg. Bonds of 1885.....	200,000 00	220,000 00
New York State 6 per cent. Gold Bonds.....	100,000 00	107,000 00
New York State 7 per cent. Bonds.....	350,000 00	370,000 00
Missouri and other State Bonds.....	40,905 00	29,491 00
New York County Reg. Bonds.....	612,000 00	612,000 00
New York City Reg. Bonds.....	599,500 00	594,500 00
Bonds of the Cities of Troy, Brooklyn and Yonkers.....	330,000 00	335,000 00
East Chester New York State Bonds.....	50,000 00	49,000 00
Amount loaned on demand, secured by \$254,500 United States New York State Bonds.....	560,307 83	560,307 83
Interest due and earned to date.....	164,312 73	164,312 73
Cash.....	253,617 54	253,617 54
	\$8,695,130 13	\$8,695,130 13

LIABILITIES.
Due Depositors.....\$8,183,000 05
Forty-second Dividend, Jan. 1.....219,067 02
United States Tax to Jan. 1.....13,003 03
Surplus at Present Value.....\$375,067 03

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